YPSILANTI MICH

THE JOURNAL OF EDUCATION

Volume 128 JANUARY, 1945 Number 1

OUR SEVENTIETH YEAR . . . OLDEST SCHOOL MAGAZINE IN AMERICA

When the GI Returns to Teaching	KENNETH S. HAMMER
An Impromptu English Lesson	CLARICE COX
A School Board Goes to School	J. H. ROSSMAN
Rehearsing the High School Play	RAYMOND R. JONES
Developing the Cooperative Spirit	GERTRUDE CORRIGAN
The Librarian and Vocational Guidance	BENJAMIN CHUBAK
Wake Up and Dress!	FRANCES MORTON O'NEILL
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as we go to press . . .

We are somewhat weighed down by the consciousness that this magazine is entering its Seventieth Year of publication; that no other magazine of the school profession in America is quite so full of years; and that we must act our age throughout the twelvemonth by giving our best performance ever. No one on our staff today can remember back to 1875, when Thomas Bicknell established the "New England Journal of Education" through a merger of several existing organs of state associations. When the present editor joined the staff in 1925, the words "New England and National" were carried as a sort of footnote to the title—and in very small type. The publication had been more or less kidnapped by the country at large. From New England it had spread into all the states. But if it had ceased to be provincial in outlook and in distribution, that did not prevent New Englanders from reading and enjoying it. Those words "New England and National" still apply.

So, as aforesaid, we are at the threshold of our seventieth year. We might be called "the dean of educational periodicals." Sentimentally and historically this means a good deal. It means that the Journal of Education has mirrored educational progress for seven decades; that it has informed and frequently inspired educational workers for something like two or three generations. But practically and in this opening month of 1945, it simply means a challenge to ourselves and our friends in the profession to live up to our best tradition, which is one of growth in service to the school heads and teachers of America and, through them, to the boys and girls who are to *be* America for a civic lifetime.

▼

Speaking of anniversaries — as we reminded you here last month, the Hundredth Anniversary of the birth of A. E. Winship will occur on February 24th. Hence a section of our next issue will be devoted to a re-appraisal and appreciation of our famous former editor, now gone these dozen years.

Watch for next month's Journal. But don't throw this one aside. We think it has things in it you will like.

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TEXTBOOK TOPICS AND REVIEWS

How Textbooks Are Evolved

Boston.—Basing her story on interviews with leading educational publishers of this city, Millicent Taylor writes in the education page which she edits for the Christian Science Monitor an interesting account of how the beautiful and teachable textbooks of today are conceived and developed. Miss Taylor reveals to parents a fact well known to teachers, namely that the traveling bookman who visits schools and classrooms is an educational consultant as well as a salesman, and it is he who frequently discovers new needs, new methods, and potential writers of new texts. A portion of Miss Taylor's article in the Monitor of December 16th follows:

"Most textbooks are conceived by the educators who staff the headquarters office [of the publisher], and authors are chosen to write them. Almost never is a completed textbook manuscript which is submitted by a free-lance author acceptable. One firm spent two or three years in exploratory work before issuing a set of arithmetics. Parts of the courses were tried out in one school, parts in another. Another firm says that 'our authors become virtually a part of our staff while writing the book.' Where the authors are classroom teachers, as is usually the case, close contact is made by frequent visits, someone on the editorial staff usually doing the traveling.

"Few authors have a broad enough understanding of the needs beyond their own teaching experience to serve the whole publishing field. Some of them also find it difficult to write out each step in the teaching. It is in ways like these that the editors serve—testing, enriching, broadening the scope of the work, re-writing if need be, and developing the illustrative teaching material. 'We have to think of a boy in various parts of the country,' an editor said. He described a textbook as 'a distillate of good teaching and expert editing'."

Say What You Mean

Say What You Mean by John B. Opdycke is a book designed to prevent adults from the embarrassment of being Malaprops. Written in a straight-forward manner which neither insults the reader's intelligence nor wastes his time, this "guide" gets after sins of redundance, omission, confusion of meanings, mispelling and "mispunctuation," and misuse and abuse of words. To the professionally minded teacher who wants a handbook of diction and grammar which she herself can really use, Mr. Opdycke's book may prove a life-saver.

Say What You Mean by John B. Opdycke. Funk and Wagnalls, New York. $3.75.

New Music Horizons

Seven noted authors have collaborated to offer collections of songs for first, second and third graders which should appeal to the young child's natural desire for musical expression. Old favorites, like nursery rhymes, carols, and folk tunes, are aptly combined with new songs which center around primary activities and interests. Each of the three volumes in *New Music Horizons* has a different illustrator, the drawings by Lloyd Dotterer in Book One deserving special mention for Mr. Dotterer's talent in portraying the sort of animals children will love and remember. In Books Two and Three, sections designed for the teacher provide useful material, including suggestions for rhythmic activities and simple acting and pantomiming. This series should do much to lay the foundations for later intelligent enjoyment of what is best in music. Meanwhile the children will have many happy and profitable hours of singing.

New Music Horizons by McConathy, Morgan, and others. Silver Burdett Co., New York. 68 to 92 cents.

Meet an American

To know an American — even a "typical" American if there is such a thing—one must know many Americans. With this thought in mind, the editor of *Meet an American* has gathered into one volume of moderate size about seventy-five pieces of biography. Some are in prose and others in verse. But each one helps to draw that composite picture of an American that is so vital to our understanding of American customs, beliefs, achievements and ideals. The choice of material is excellent, from the standpoint of its probable appeal to high school students, and on the basis of sincere, vivid writing and inspirational quality. As a collection of diverse literary forms for a class in literature or composition, the book is splendid. But it is much more than that, spreading over as it does into the domain of social studies and the building of civic attitudes. The anthology of living pictures is composed of seven units. First we meet the family of our American. Next we are shown his birthplace. Again we see his home. We find him growing up. Now he has work to do. Now he is achieving something beyond his supposed capacity. Finally he is looking back over life and uttering words of wisdom. The majority of sketches are by well known authors: Bellamy Partridge, Della Lutes, Dorothy Canfield, Robert Frost, Carl Sandburg, Margaret Rawlings and many others. But the selections were based upon their inherent worth and not upon who wrote them. *Meet an American* is a book to make each of its readers want to be an American and it might even impart to him something of what that ambition needs for fulfilment.

Meet an American edited by Elmer R. Smith. Harcourt, Brace and Co., New York. $1.60.

Adventures in Reading

What lover of reading has not wished for come sort of permanent notebook for recording his literary finds? Here, at length, is such a storage place. But it is more than a notebook. It is more like the other books in one's library—where, in fact, it may become an important unit. This little volume, *Adventures in Reading,* contains much interesting lore about the history of books and libraries, and there are many quotations on the value of books scattered among the pages. The author has provided helpful suggestions on how to make use of the blank leaves. One feature sure to be appreciated is the space for noting the books one intends to read; for who has not jotted titles of recommended books on slips of paper that straightway disappeared? *Adventures in Reading* is a novelty in the book line, and one that might be employed successfully by the teacher of literature to aid in cultivating a taste for good books and a habit of reading them: this by getting his students to possess and utilize this handy chronicler.

ADVENTURES IN READING by William Foster Hayes. Colonial Process Printing Co., Inc., Harvey, Ill. $1.

My Bookhouse

Twelve time-tested books plus two for good measure and a companion volume for parents. Here indeed is more than a baker's dozen of literary loaves more tasty and vitalizing than any baker ever baked. And here is mental food for children from nursery years to the time when boys and girls leave junior high school and cease answering to the name of "children."

My Bookhouse is a rich and abundant compilation of the favorite stories and poems of this and many other nations. The volumes with their pictured covers and their well-typed and illustrated pages—on strong paper, incidentally and in sturdy bindings—constitute a very special reason why those who possess or have access to them should be far happier than the majority of kings are today—and wiser into the bargain.

Accompanying the books is a manual titled "In Your Hands," that unlocks for parents the mysteries that are the minds of children growing up. This manual goes beyond recommending how and when to apply the various units of *My Bookhouse;* for it brings out the meanings of play and work, of music and rhythm, of dramatics and the other fine arts as well as literature, to the lives of children. It suggests things to do that tend to enjoyment, creative effort, wholesome character and a social sense.

Noteworthy are the two extra-size books called "Tales Told in Holland" and "Nursery Friends from France," which tap into literary wealth less frequently drawn upon for children's reading. To know the boys and girls of France and Holland through reading about them and meeting their very own songs and tales and verses, is surely a means to deeper understanding and closer fellowship in a narrowing world of neighbors.

Olive Beaupre Miller, Beatrice M. Hunter, the Petershams and other illustrators deserve an award of merit for their "Bookhouse" contribution to English-speaking childhood.

MY BOOKHOUSE, edited by Olive Beaupre Miller. 12 volumes.

MY TRAVELSHIP. Same editor. 2 volumes.

IN YOUR HANDS (A Parents' Guide Book) by Beatrice M. Hunter. Published by The Bookhouse for Children, Chicago.

Schools May Get More Books This Year

WASHINGTON.—Hope for a slightly larger supply of essential textbooks for high and elementary schools is contained in a recent announcement by the Office of Education. This statement indicates that the War Production Board has been impressed with the evidences of a serious textbook shortage presented by a group of publishers, and has agreed to grant extra amounts of paper upon proof of special need by any publisher.

The "task group"—new name for an emergency committee—consisted of seven persons from the publishing houses. They ascertained that last year's production of school books was about 85 percent of that in 1942, regarded as a normal year. Of the several million textbooks omitted from last year's press runs, nearly one half were prevented from publication by want of paper, we are told—the remainder of the shortage being due to other difficulties in the manufacturing end.

The current year will not be one for careless handling of textbooks or for overordering. But at least a technical point has been scored in favor of the schools, through recognition by the priority chiefs here that textbooks are actually necessary if the nation would keep school at all.

Music Everywhere

Music teachers who are familiar with the C. C. Birchard Series, "A Singing School," will be pleased to learn of the publication of a sixth-grade volume, *Music Everywhere.* Like the foregoing books for grades 1-5, the new book has a separate teachers' manual and a piano accompaniment edition, as well as the edition designed for pupils' use.

With numbers ranging from Brahms and Bach to the Marines' Hymn, the editors have picked singable tunes whose subjects center around the twelve-year-old's world. The child's appreciation of art music is heightened by the introduction of lively biographical material on great composers. Folk tunes from many lands have been chosen for appeal and permanent value, while songs by leading contemporaries are included as well.

Dipping into three-part singing for the first time, this volume also reviews the problems of music reading. Emphasis continues to be placed on fundamentals like tone, rhythm, and notation, and the attractive illustrations aid in the learning process.

Attention has been given to providing for integration with other subjects. Material encouraging children to invent new lyrics and tunes, to offer 'acting out' suggestions, and to tell of their own musical experiences is presented.

Music Everywhere should do much to enrich and vitalize the music program of the 6th grade.

MUSIC EVERYWHERE by Armitage, Dykema and others. C. C. Birchard and Company, Boston. 98 cents.

Introduction to Exceptional Children

Every child born into the world is in some respects exceptional. Hence a book dealing with exceptional children can consider only those whose special handicap or oddity is common enough to have demanded attention from psychologists and teachers. The present treatise, *Introduction to Exceptional Children,* is intended to state the particular problems confronting children thus falling into familiar categories, such as the blind, the hard of hearing, the orthopedic case and

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many others. It necessarily leaves the indicated educational methods to other books that can be studied later. Yet the book does not confine itself to the handicapped, but contains an excellent chapter on the rapid-learning child. It delves into the moot question of the lefthanded and whether they should be trained to change from left to right. The author, by the way, leans to the opinion that most of the speech difficulties related to retraining the lefthanded have occurred where the attempt was made after speech habits were formed, or where the laterality was very strong. Since no teacher escapes meeting exceptional children in his classes, all teachers should be fortified with the information in this volume. Within it they will find the subject presented with a minimum of professional jargon.

INTRODUCTION TO EXCEPTIONAL CHILDREN by Harry J. Baker. The Macmillan Company, New York. $3.50.

Encyclopedia of Child Guidance

All the apparatus, labels and paraphernalia of the child psychologists have been assembled, described and defined in *Encyclopedia of Child Guidance*. This volume of 456 pages, edited by Ralph B. Winn, brings together in alphabetical arrangement the efforts of more than sixty experts to analyze and characterize the technical terms employed in diagnosing children's mental traits. To a practical reviewer the question arises, "Who would want such a book of reference?" There is little in it to aid parents intent upon learning what to do about a child who obviously needs guidance. The psychologists already know their own lingo pretty completely. This leaves the students of child psychology — novices of the profession — and teachers who are on the borderland of knowledge in this field and often run into words they ought to know. A generous sampling of the entries shows the work to be scholarly and yet generally understandable by the layman. The only conspicuous omission so far noted is that of the term "intelligence." We find "Intelligence Test," but that is all. Hence we are left in ignorance as to what intelligence is and whether it can be increased or not.

On the whole, however, an excellent job has been done in thus bringing between two covers, a couple of inches apart, so large and varied an amount of information about one of the youngest and most important areas of educational advance.

ENCYCLOPEDIA OF CHILD GUIDANCE edited by Ralph B. Winn. Philosophical Library, New York. $7.50.

Improve Your Spelling

Latest unit in a Pamphlet Series on English Composition carries as its title, *Improve Your Spelling*. The writers evidently believe that a poor speller does not need to remain in that category if he will apply all available techniques with diligence. The book seems aimed at young people of high school age, although the words presented for mastery range from very short and easy ones to long polysyllables. The relationship between letters and their respective, if somewhat varied, sound effects are emphasized. Students are advised to divide into syllables, to pronounce carefully, to note "hard spots" and to write each word on a 3 x 5 inch card, on the reverse of which they write sentences illustrating the use of the word, together with various clues or observations that may aid the memory. In short, the method is one of concentrating upon each word, viewing it from different mental angles—not overlooking etymology where this would help—until the orthography is settled and can be tucked away for keeps. Frequent reviewing of the home-made flash cards is recommended. Many of the leaves are meant to be written upon, though it is rather more of a manual and guide than a workbook of the ordinary sort. It might do wonders for the student willing to follow its prescriptions earnestly.

IMPROVE YOUR SPELLING by Frances O. Triggs and Edwin W. Robbins. Farrar & Rinehart, New York. $1.00.

People and Progress

In *People and Progress*, Gray, Monroe and Arbuthnot have completed Dr. Gray's basic reading series with a sixth grade volume. Leading children's writers are represented in this new collection of 37 stories, well selected to hold the pupil's interest while at the same time offering valuable background material in history and geography. The brightly colored illustrations will increase the young readers' enjoyment of the book.

The teachers' edition contains a diagnostic survey chart with suggestions for meeting individual needs discovered and a 272-page "Guide Book." This, in addition to discussion of specific problems in developing reading skills, provides lesson plans for every one of the eight units composing the reader.

PEOPLE AND PROGRESS by William S. Gray, Marion Monroe, and May Hill Arbuthnot. Scott, Foresman and Company, New York. $1.20.

Living and Learning In a Rural School

Professional literature on one-room schools is none too plentiful considering the fact that there remain some 160,000 of these schools in the United States, with half the states having at least two thousand of them. "Living and Learning Together in a Rural School" traces the development of education in a one-room school presided over by a certain Miss Lee, who is a composite of many good teachers. The author has drawn upon her own knowledge of rural schools and her study of their problems to paint a picture of a center of learning serving its pupils, their families and the community. It is a school awake and alive. The traditional schedule of ten-minute recitation periods is seen evolving into a three-group division, with a great diversity of activities. Pupils work with their hands at social projects for improvement of the school equipment and surroundings. They investigate the wells from which their homes draw water. They report on the meals they eat. They venture into scores of matters that link learning to life. No doubt some desirable drill is slighted or made incidental to the larger and more meaningful drives. But the book, perhaps intentionally, sets up more of a workshop than the ordinary teacher would be likely to operate. Its goals can be reached in part. They certainly will not be reached or sought by the rural teacher until they have been visualized in some such way as this new book succeeds in doing so vividly.

LIVING AND LEARNING IN A RURAL SCHOOL by Genevieve Bowen. The Macmillan Company, New York.

Editorials

Optimistic Headlines

Many thoughtful persons must have wondered why it is that newspaper headlines overestimate our military successes. The subjoined news stories themselves are generally more cautious and constrained. But the news heads put victory on our doorstep almost daily.

In part the explanation goes back in journalistic history to the time when Mr. Hearst, possibly Mr. Pulitzer and certain other showmen of the trade began using big type to create sales on streets and newsstands. These men soon demonstrated to their circulation managers and editors that, in times of national crisis, readers prefer the papers that shout in loudest tones the things they like to hear. Circulation is, after all, the aim of most newspapers, both because of its attractiveness to advertisers and because of the satisfaction inherent in producing a sheet acceptable to multitudes of people.

The major headlines necessarily carry too few words to tell the whole truth. Hence the desk men who get them up tend to select the words most comforting to the public.

Radio commentators do not suffer from the handicap of headlines. That is why their reports are, at times, more realistic even to the point of pessimism. The public should not forget, however, that our radio men were unduly optimistic after D-day and before the Germans sprung their offensive on the Belgian front in December. The blame for this must be shared by the allied command.

Superficially, the American people may seem to prefer cheerful news to the plain truth. But the reaction which ensues when good news must be canceled and the bald facts revealed, needs also to be considered. Perhaps it is already having its proper sobering effect on headline writers here and there. But—let us have the unvarnished truth from every source and by every form of medium. Americans at their best are strong and brave. Their faith in ultimate victory will stand the test of temporary reverses and yard-by-yard gains. Give them the bitter with the sweet.

Peace-or-War Training

If ever there was a safe prediction, it is that American youths entering their late teens after this war will be required to undergo a certain term of military training. No matter how seemingly strong the contractual safeguards that may be erected against another assault upon world peace, our people and their leaders will insist that assurance be made doubly sure by preparing our young men to bear arms at short notice if or whenever this becomes necessary.

Now a year or two out of a man's life is a good deal to pay for insurance alone. And, while physical and other benefits are undoubtedly to be had from any type of training our armed services may set up, the citizens have a right to ask for more than these ordinary benefits if more can be had.

If we will refresh our memories of the late Professor William James, by rereading the remarkable essay on "The Moral Equivalent of War,"* which he wrote in 1910 while world wars were farthest from the thoughts of most Americans, we shall find that eminent philosopher and scholar trying to substitute a plan of strenuous and dangerous labor—something to call out the same heroic qualities now associated with war. Admitting, as he does, that his vision of a war equivalent may not be so good as someone else's yet to be devised, he nevertheless provides the chief specifications needed—namely, a challenge to hardihood, self-sacrifice and daring, such as might come from battling with the physical environment which is always ready to furnish tough situations.

Suppose, then, that the United States were to go about its military training business with an eye to the recommendations of James, and to the experience with CCC camps and reclamation projects, and were to consider a form of peace-or-war training, under rigid discipline, that might, in addition to military training, open mines in Alaska, build flood reservoirs and dams on rivers as required in harnessing our great waterways—in short, do whatever there

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* See the December, 1944, issue of *The Journal of the National Education Association* for a reprint of Professor James' essay.

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is to do in taming Nature that would not throw men out of jobs but result in more jobs. Would not this be superior in educational worth—and equal in military value—to military training by itself?

We believe it would.

Hoboes in High School

James is in high school. No, that is not an accurate statement. James is in high school on certain days when he feels so disposed, but not on other days. Even when he is in school it is only his physical presence that is actual. In plain terms, James is one of those mental vagrants who, in much too large numbers, infest our free schools at the secondary level.

James represents a serious problem. He trumps up every excuse in the world for not attending school or not working at his studies. He gets into mischief and is a demoralizing influence upon all around him. He has not the slightest conception of what the school stands for or could mean even to him if he would make an effort. All it really means to him is a place to while away the weeks and months until time for graduation. Then—shame to say—there is a good chance he will be handed a diploma or something resembling one from the outside and differing from a diploma only in its wording.

What right, we ask you, have school authorities to expend the public money upon the futile attempt to educate James and his ilk? What right have school heads anywhere to participate in so great an injustice to James himself?

To offer a high school education to every child in the community is a truly liberal and democratic gesture. But that gesture goes too far when it lets boys and girls who daily prove themselves undesirous and unworthy of an education, remain a clog upon the school. The cost of carrying their dead weight might better be turned to the support of junior colleges—for those who *want* more schooling and will do their part toward obtaining it.

Notes on Discipline

There are as many different kinds of discipline as there are teachers. The average city boy or girl may, in the course of schooling, come under the supervision of thirty to forty persons, no two of whom are alike in their methods of securing or not securing discipline.

The style of discipline adopted by any given teacher is usually determined by the trial and error method of the first few years behind the classroom desk. The teacher who is to survive must find what attitude or pattern works best for him. In time this becomes a habit.

The same high school study group—unwilling to take the study part too seriously—may run wild on Mondays under ex-football player, megaphone- voiced Mr. A; may preserve an atmosphere of diligence and quiet on Tuesdays under little Miss B who seems perfectly harmless and never raises her voice in anger or command; and may again be superficially quiet and apparently studious on Wednesdays while the firm, eagle-eyed Miss C conducts her police patrol and stands ready to put down rebellion with every fiber of her being. The pupils are indifferent to Mr. A; they are rather fond of Miss B; they despise Miss C.

Naturally the principal of a school hopes his teachers will take care of discipline. He would have much more than he could cope with if they generally failed to do the major share of keeping order.

On the other hand, teachers properly look to the office to lend them moral support.

Whatever the method employed, one standard can be named as the minimum of essential order: No pupil can be permitted to persist in a line of conduct that impedes the business of the school.

And the best way to prevent recurrence of disorder is to nip it in the bud.

No classroom situation warrants public scoldings or heated verbal combat with an unruly pupil.

More is accomplished through private conference before or after school or during school hours in an office, than by appeals, commands or arguments in the presence of classmates.

The hardest thing a principal has to do is to make a good disciplinarian out of a teacher who is naturally very poor. He ought to say: "Get a job in another school and take a new grip on yourself."

Of course the only true goal of discipline is self-discipline. Let the pupils see the purpose and the reasonableness of good behavior and win them to want to cooperate, and the seed of self-discipline has been planted.

It still needs a lot of watering.

Speaking of Panic

The latest official reminder that we may still be bombed was accompanied by the warning that, if it happens, the thing we ought most to fear is panic. True enough. And what we ought most to fear in another area—that of planning a durable peace—is likewise panic. We are apt to go to pieces when we learn that we and our principal allies do not see eye to eye on boundary settlements or the restoration of order in liberated states of Europe. Such things are regrettable, of course. They should be kept to a minimum by more frequent conferences. But they furnish no proper occasion for losing a grip on our tempers or our determination to remove the age-old curse of war by means of the best cooperation that can be had.

WHEN THE GI RETURNS TO TEACHING

KENNETH S. HAMMER
Corporal, United States Army

THE solution to the problem, speculative as it may seem, of rehabilitating the service man or woman into the profession of teaching will depend primarily upon the individual himself. However, many agencies can and should assist in effecting this rehabilitation as quickly as possible. The School Administrator will, of course assume the major role in this responsibility and will direct faculty and community as they play their respective parts.

It is not expected that the service man will teach exactly as he did before he entered the service because too many influences will have been at work to change him mentally and possibly physically. His methods will undoubtedly differ, but the major difference will be in his personal attitudes and characteristics. The latter thought prompted the writing of this article.

He entered the service as part of a group. No longer was he regarded as an individual, but as part of this group. He learned only as he was to take his place in the squad, section, platoon, company, battalion, regiment, etc. (depending on branch of service) and was trained accordingly. His training, too, was probably different from most of the training he had ever received as a civilian. It was administered to him in such large doses that he felt only a "master-mind" could retain what he was expected to retain. Then it was reviewed and reviewed and reviewed and practiced and practiced and practiced to the extent that there was little doubt as to what to do or what was expected—to the extent that he never wanted to hear of it again. Yet he knew that it was necessary because it might, and probably would, be a matter of life or death—a matter of kill or be killed. Thoughts rampant—

"Can I stand this training—ready to drop after that obstacle course—never felt worse in my life—so tired—those classes—same thing over and over—do they think we're a bunch of dummies—those Officers—treat us like mischievous ten-year-olds—do this, do that—sergeants, corporals, Pfc's—gotta take it—everyone else is—hurry and wait—wait in line—can't take it—gotta take it—Damn this war!"

So went his mind.

He learned the "arts" of goldbricking and griping. Surely his conscience hurt him, but he rationalized:

"As soon as this job is done there will be another—and all for $50 a month (or $21 as the case may have been)—I'm not being paid enough in comparison—none of that good food like mother used to make either—work and more work—drill and more drill—Officers don't seem to see it my way—take it easy till they do I guess—I'll be a fighter—sure—but who started this war—I didn't!"

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Sooner or later complacency overtook him. He developed a laissez-faire attitude—the "period attitude" between recruit and soldier. Then one day, one bright day, things looked better. The total picture cleared and he saw his unit as part of a vast moving branch of the service. Conflict was subsiding. He saw the setup as it had to be; he saw the reason for some of the strict discipline; the reason for the training he had received and was receiving. Most of the officers (commissioned and non-commissioned) became better "guys." He was becoming a soldier—a part of the group with which he lived.

True, his personal attitudes and characteristics had been changed. He was not as meek as he had been when he entered the service. He had become accustomed to living with his fellow men in close quarters. He had become accustomed to service "lingo" and used it.

He had learned to give and take as he was never required to give and take before. He had learned to do his job to the best of his ability (or a reasonable facsimile) and then forget it. He saw the reason that servicemen act as they do. He had changed physically and mentally.

Then his trip "over"—that waiting—that anxiety—the hopes and prayers—how could he help but change? His first day at combat—the worst day he could remember—couldn't sleep—couldn't eat—shells bursting—concussion terrific—on the move or in a hole—hours that seemed like days. Days into weeks—no bath—buddies killed and wounded—when would he get his—rest period—"thank God." Time to think and write—could he forget the time his rifle jammed—seconds seemed like hours—the time he brazenly and foolishly walked around the corner of a building to face an enemy soldier? Occasionally he was able to clear his mind—to think of home and things near and dear.

He forced himself to think of his profession. Some said they'd

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never teach again. "Going to get into business and make some money! Others would teach 'cause it's a soft job—do enough to get by and take it easy!"

"Not very pleasant aspects these, no sir—most of us will be better teachers—we've served and fought—we've seen lots—been through lots—wonder what it will be like—training and guiding? Thirty eager boys and girls—my class—my responsibility—eager to learn—eager to play—pranks—jokes—discipline 'No foolishness—we're here to learn—stand in that corner'—No!—can't learn much standing in a corner—must be a better solution—army discipline—hmmmm—s'pose it would work—try it sometime—keep 'em busy—plenty of phys. ed. too—make 'em strong physically and mentally."

The ex-serviceman will undoubtedly be more concerned with administrative problems, as they affect him, than he was "before." Of primary concern will be salary. Therefore, school finance, federal aid (and control) and possibly community and consolidation projects will interest him. Equal attention will be directed toward teacher tenure and retirement-pension plans. He may even favorably consider teacher unionization. He will entertain many ideas and impressions about school policy and policies of the board of education. He will possess more than a passive knowledge. He will possess an active desire to effect a better educational system.

He will be a better and a worse teacher in many respects until he finds his equilibrium—that sense of balance which will stabilize and neutralize the good and bad which he has learned and practiced. His education has been improved. He has traveled broadly. He has been in close contact with many people. His associations have been pleasant and unpleasant. He has experienced more group spirit and more or less cooperation. For these things he will be a better teacher. Of some value were his experiences with the type of training which he received in the service—the "mass, review, practice type." He may become addicted to character education because of what he saw—how men react to various situations, how their attitudes and consciences changed by rationalization and group pressure. Many times he has asked himself such questions as: "Are our wills strong enough that our sense of moral and social values will not be impaired?" "Will this goldbricking carry over into civilian life—is it one of the evils of Democracy?"

Of serious import is the attitude of belligerency which most servicemen develop to some extent. Along with this may come the attitude that the world owes him a living. It is certainly not expected that the teacher will become a rabble-rouser or anything of the type, but he may be somewhat prone to accept criticism as insult and retaliate for that insult. He may dive into or at local politics unwisely. He may be the target for unhealthy publicity. He may even appear to develop a "don't care" attitude. Certainly these attitudes and situations are not to be desired and should be minimized if not deleted. In some cases this will be a difficult task. Some minds will be permanently scarred; others none too plastic. At any rate it is a problem to be solved.

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Before continuing, it should be pointed out that the purpose of this article is not to provide a definite plan of rehabilitation for the serviceman who wants to teach again, but merely to stimulate thought concerning such rehabilitation and to suggest possible means of approach toward solving the problem.

As is the case with all problems of this type there is no common solution. Although there may be characteristics peculiar to men who were officers or non-commissioned officers or enlisted men in general, each man is a definite personality and must be treated as such. *To read a book and understand it one must first learn the author's style of writing.*

Of prime importance to the school administrators, then, is to know the man. Encourage him to talk about himself, his interests and ideas. Observe his actions and reactions. However, these issues should not be pressed or forced. Naturalness and ease should be ever present. Listen, talk little, and seldom assume either patronizing or fatherly attitudes. Methods of teaching and discipline should be discussed at great length; it will help him decide on his own plan, new or old. A share in talking over some administrative problems might help him to develop more school responsibility as well as a sense of individual importance. Encourage him to read and write professional literature and generally give him the responsibility he is able and willing to assume.

Members of the faculty and community should be enlisted to assist the administrator in certain aspects of this rehabilitation. Each may be able to help him develop that sense of balance so important to the teacher. Certainly they may help him clear his mind of some of the unpleasant memories he may entertain by giving him other things to think about—perhaps by casually suggesting that he might enjoy doing this or that, but not by giving travel-talks to ladies' clubs. Although he will probably enjoy staying at home a great deal he should be encouraged to visit certain places of interest and homes. Generally speaking, he may need much assistance to regain full enjoyment of life.

In some cases the period of rehabilitation may need be very short. In others it may take a considerable length of time. This will be dependent on the individual: his ability to shape his own mind, his ability to accept suggestion as offered, and his ability to yield to a changed situation. However, the average ex-serviceman, under wise leadership and a good program, will be able to well adjust himself socially and educationally.

AN IMPROMPTU ENGLISH LESSON

CLARICE COX

THAT Monday the freshman class was to have a lesson on punctuation but it was obvious that no one would settle down to it. And there was a good reason. One of their number, a twin sister of a member of the class, had been taken suddenly to Mayo Clinic for a serious operation. There was talk of sending flowers which I assured them could be handled by the class under their group sponsor. What they could do in my class to help the situation was to write letters, so then and there we scrapped the program for the day and the next few to come and discussed informal letters.

To cheer Laura we decided on the following points:

1. The letter to sound like a visit with her should be written in a conversational manner, using slang, if necessary.
2. No direct question should be put in regard to her operation. A general feeling of friendly interest would be enough.
3. The things she would like to hear about would be mainly the activities she had taken part in or enjoyed.
4. Variety and humor would be necessary.

It was the last point which drew the most remarkable results. Ways of varying the letters became of primary interest to them. Laura would be let down if all the letters were too much of a type. The results were many and delightful.

Cartoons were found to illustrate class interests or personalities and included in letters. Some letters were illustrated with original simple line cartoons.

One nonsense letter was written in verse couplets with each member of the class contributing a line, knowing only the word to be rhymed.

Letters were illustrated with pictures cut from magazines. In one of these the "teacher" from an ad for "Teacher's Highland Cream" amazingly appeared as a double for the science teacher! One letter mentioned that the first flowers were through, illustrating this with a beautiful bouquet liberally dabbed with perfume. Actually the first flowers in this dryland country are pasque flowers whose odor is certainly not "mighty lak a rose"!

One letter describing a class party was written as a puzzle, using words or parts of words with pictures to complete the meaning.

A dreamy, artistic member of the class wrote a very pleasant, serious letter. The entire piece was carefully lettered by hand with black ink and illustrated with water color flowers.

Various kinds of paper were used, including brown wrapping paper on which one of the boys had written a letter in exaggerated country dialect.

Letters were all examined and graded by me with, of course, no marks being made on them before they were sent. It was decided that Laura's twin sister would see to the sending of the letters a few at a time in large envelopes so that Laura would get them daily while in the hospital rather than all at once. I was delighted to find that while there was considerable humor in the letters none was in bad taste and there was nothing to offend Laura, to make her dwell on her disability, or to make her feel left out of things.

At this point it was brought out and later illustrated in class work that while these letters were suitable in Laura's case they would not be the type, for example, to write an elderly aunt who was confined with a broken hip. She might be interested in some of the writer's activities because of a family relationship but the emphasis should be on the recipient's character and interests as well as the writer's, a good fact to be remembered in any letter. For example, if the aunt was interested in gardening she would be glad to hear of the writer's attempts at the same.

The results of the project were excellent. First and foremost was the fact that Laura's mother who was with her reported that the letters meant a great deal to the sick girl. They were read to her while she was too ill to read them herself and then they were kept in a box to supply her with entertainment in going over them later. From the educational point of view the project was a success because it was motivated by a warm human interest and carried through with real enthusiasm. From the character building angle the project pointed out unobtrusively that so-called duty letters can be a source of pleasure both to the writer and the recipient and that doing a kind deed can even be fun!

Our 1945 "Tour of Educational High Spots" Starts with Portland, Oregon, where . . . . .

A SCHOOL BOARD GOES TO SCHOOL

DR. J. H. ROSSMAN
Member of School Board
Portland, Oregon

IT IS fundamental to the American tradition that the ultimate control of the nation's armed forces and also of the nation's educational forces shall be in the hands, not of professional soldiers or educators, but of laymen. The Secretaries of War and Navy are not soldiers or seamen, but civilians. The final arbiters of educational policies and personnel are not school superintendents or teachers, but the elected representatives of the people—doctors, lawyers, business men, farmers.

All this is, undoubtedly, to the good. The preservation of democracy demands that the people keep within their own hands the agencies of their own protection—the military to keep off a foreign enemy, the educational to inform and strengthen our own devotion to the American way of life. But the fact that democracy insists upon placing the control of education in the hands of laymen does not automatically insure good education, any more than making a civilian the Secretary of War will automatically create a first-class army or a victorious campaign.

Luckily for us, the cabinet members in our government do not interfere unduly in the decisions and programs of our generals and admirals. They recognize their own limitations and although they are not rubber-stamp administrators, they make a thorough effort to understand what the professionals are trying to do before they venture to oppose them.

It is unfortunate but true that the history of school boards does not show the same interest in studying what the professionals in education are trying to do. The sciences of psychology and pedagogy have advanced in just the same way as those of medicine or electronics, or military tactics. School people have kept up with these advances through their university refresher courses and their local in-service training programs. But when they come to apply these changes to their curricula and consequently to their budgets, they are of necessity, compelled to secure the permission and cooperation of their lay school boards.

With what results? Good, if school boards are progressive; not so good, if they are ignorant of the aims and objectives of modern education and have not been sold by the local professionals on the scientific research which laid the basis for changes in procedures and methods.

Obviously then, what is necessary if democratic control of schooling is to be retained without retarding the improvement of the schools themselves, is an in-service training program prepared especially for school board members. And this is what is now taking place in the Portland, Oregon, school system.

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Every month, a full length session of the Board is devoted to a presentation and discussion of some one branch of the local curriculum by the Superintendent, Willard B. Spalding, one of his assistants and the director and supervisor of that particular department. Board members sit not as critics but as students. They ask questions and offer comments, but not as judges—only as seekers after knowledge.

Perhaps the subject is kindergartens. The discussion will center around the value to the child of kindergarten training, the findings of research on his future progress in the grades, the ideal arrangement of space and equipment in the room itself, the optimum teaching load in the class—and the present kindergarten situation in the city of Portland, plus the changes necessary to improve it.

Or perhaps the subject is the all-important one of teaching citizenship. Here everybody has his own ideas, of course, for in education as in economics, it has been said that all ideas are born "free and equal." Nevertheless, at this session the educators have the floor. They present the modern idea of a proper social studies program, the importance of inculcating democratic behavior as well as imparting civic information, the newer psychology of discipline, the inter-relation of school, home, and community, and all of the many-sided attacks which the schools of today are making on the age-old problem of how to make a young individualist into a cooperative member of a democratic society.

The in-service training program that the Portland (Oregon) school board has adopted will include an analysis of secondary education, of health and medical care of school children, of modern school building construction with its improvement in lighting, in flexibility, in work and play areas, in educational equipment — without overlooking the equally important factors of population trends, methods of taxation, increase in school support and the numerous and complex problems of post-war reconstruction.

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It is an ambitious program which we have set for ourselves, but it is a constructive one, and much overdue. As a board member now serving for over six years, I welcome the opportunity to learn from our experts, just what our schools are trying to do, and why. We would not think of making decisions in our own professions without acquiring the necessary scientific background. Yet we are often compelled to make decisions as school board directors for which none of us are properly prepared. The Portland in-service training program for school board members hopes to correct this condition—if not completely, at least as much as possible. The voice of the people may (politically speaking) be the voice of God, but no mere election can make a layman into a doctor, a lawyer, an engineer—or an educator. What is needed, even for an intelligent understanding of these professional fields, is a humble heart, an earnest desire to learn and a properly conducted program of in-service training.

REHEARSING THE HIGH SCHOOL PLAY

RAYMOND R. JONES
Elko County (Nevada) High School

HIGH SCHOOL teachers who must direct and stage two or more dramatic productions during a school year are continually experimenting with a practice schedule that will produce a better play, and, at the same time, eliminate some of the burden on a teacher's time. Normal practice in this field has been to decrease the practice time, substituting a more intense (blitzkrieg) learning process for the reduced time.

More and more attempts are being made to train high school dramatic students by professional stock company methods. While success no doubt has attended some of these experiments, crowding the pupil with a three or four-week play rehearsal schedule in addition to regular class work is altogether too much burden for any but the most brilliant and unselfish student.

Such a procedure, moreover, neglects to consider psychologically the curve of no returns, the plateau of learning, the fatigue element in the learning process. A three-week rehearsal schedule cannot avoid this saturation point, a four-week schedule must have a very wise director who can fight the appearance of fatigue that begins in the second or third week and continues up to the very performance night. An acute observer can spot a "stale" actor easily, and not by sight alone, and most audiences are vaguely conscious of the lack of brilliance necessary to a good production when they see evidence of the overwork of a short schedule

The six-week rehearsal schedule herewith submitted has proved itself worthy in nine full-length plays in the course of three years; junior class plays, senior class plays, and "all-school" plays were the experimental material. Students for the most part were Johnny Newcomers unfamiliar with stage traditions or technique. This proposed schedule has a distinct advantage over the five weeks plan in that it attacks the problem of play producing in a more leisurely pattern than can any shorter period; it can successfully avoid altogether the saturation point that causes fatigue to the actor.

A comparison of hours devoted to directing the six week and the five week schedules reveals that the longer period will take approximately seventy-two hours for the director and fifty-two for the students; the five week schedule takes sixty-nine hours for the director and forty-nine for the students. Any director, however, who is sincere in his desire to improve dramatics, or who wishes to ease the burden on his student actors, will hardly find three hours of his time any drawback to a six week schedule in view of the greater advantages it possesses.

The brief for the six week rehearsal can be summed up by these advantages: (1) attacks the problem more leisurely and gives, consequently, more fun, (2) avoids the fatigue element that causes staleness, (3) overcomes the plateau of learning by more leisurely use of the extra time, (4) establishes many stage habits into conditioned reflexes, (5) increases the span of drill in memorization, (6) arranges better interval lapses between repetitions of memorization, (7) improves the development of aims and specific goals of dramatics, (8) makes possible the use of students who otherwise would be too burdened by regular school duties by taking less of their time per week, (9) allows more time for technical perfection, (10) develops the dramatic program into a more stable extra-curricular force, comparable to the time-span of other high school activities.

This six week rehearsal schedule is not arbitrary; flexibility within the form is easily arranged. A "float" day once a week for five weeks has been incorporated which may be used by the director as he desires—working with the technical crew, special training

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with individuals of the cast, dovetailing to avoid group-cast conflicts, or resting. Wednesday was chosen only because it seems the best time within the week. Friday of the sixth week was named performance night for convenience sake, any other time within the week can be used and the schedule re-arranged around that date.

A Six Week Play Practice Schedule

Tryouts for play cast Thursday and Friday preceding rehearsals.

A Rehersal Schedule:

FIRST WEEK

Monday—Hand out play books, read Acts I, II, and III.
Tuesday—Act I and II.
Wednesday—Float day.
Thursday—Act I and III.
Friday—Act I twice, Act II.
Aims: Memorization, stage movement, characterizations.

SECOND WEEK

Monday—Act I memorized, Act II.
Tuesday—Act I, Act III.
Wednesday—Stage crew erect a temporary set if possible.
Thursday—Act I, II, and III.
Friday— Act I, Act II twice.
Aims: In addition to above aims, business, voice, establishing good stage habits, promptness to rehearsals.

THIRD WEEK

Monday—Act I and II memorized.
Tuesday—Act II and III.
Wednesday—Call crews for discussion and assignments.
Thursday—Act I, Act III twice.
Friday—Act I, II, and III.
Saturday—Set semi-permanently constructed.
Additional aims: Correct use of hand props, conduct other than on the stage, technical plans completed.

FOURTH WEEK

Monday—Acts I, II, and III memorized, use act curtain.
Tuesday—Act III twice (generally faulty memorization).
Wednesday—Crew work.
Thursday—Act III twice, get climax worked up.
Friday—Act I, II, and III.
Saturday—All crews report, permanent set erected.
Additional aims: Speed and tempo added to play, an "esprit de corps," anticipatory pride kindled in group. Word-of-mouth advertising started.

FIFTH WEEK

Monday—All acts in their order, use hand properties.
Tuesday—All acts, correct memorization, light rehearsal.
Wednesday—Crew, paint set, lights, furniture, etc.
Thursday—All acts, lights, complete hand props and business.
Friday—All acts, costumes, use no prompter (on their own).
Saturday—All crews report, complete set decorations.
Additional aims: Criticism, a drive towards perfection, newspaper publicity, ticket campaigns, etc.

SIXTH WEEK

Monday—All acts, costumes, furniture, properties, stage deportment, technical smoothness.
Tuesday—All acts, costumes, make-up, technically perfect.
Wednesday—Make-up, costumes, picture-taking, crews.
Thursday—Line rehearsal, no use of stage, have costumes cleaned, pressed, etc. Discussion.
Friday—*Performance*, make-up and costumes complete half hour before curtain; actors barred from stage until playtime, crews on alert, pep talk, keep nervousness to a minimum.
Additional aims: Rebuilding of confidence shattered the week before, a period of optimism, technical perfection.

During the above schedule, practices for Act I will be twenty-one times, Act II nineteen, and Act III nineteen. Despite the foregoing announcement, Act I has received no more consideration than it should. This act needs more time for teaching movement, the learning process and something of the "stage traditions," working out the personal equation, and gaining confidence. Drama texts to the contrary, this extra time will not "over-polish" this act to the detriment of the following two. Exposition is dull entertainment for an audience unless it shines.

Act II is a period of building better memorization habits, stage familiarity, and developing better characterizations.

Momentum will carry Act III forward. Since all characterizations have been developed, no new characters are to be added or introduced, and the general plot is clearly formed, it is time to perfect the tempo and the climax of the play.

Dramatic coaches generally prefer evening hours for practice. Especially is this true in smaller communities. Psychologically, the resiliency of youth over the dinner-hour will have made the actors fresh again after six or seven hours of school. Setting the amount of time per rehearsal that one should use is too arbitrary, but a general suggestion can be made. As the play-practice progresses, increase the time. The first week will perhaps take from one to one and a half hours each practice; the second week, one and a half to two hours; the third week, two to two and a half hours; fourth week, two to three hours; and for the fifth and sixth weeks, two and a half hours.

Dramatic coaches or directors will note that this proposed schedule is not revolutionary. No claims are made that it is original. This plan only seeks a more wholesome approach to an often neglected section of extra-curricular education. It suggests a better time allotment for a difficult job. By adapting and then adopting a better time allotment, we can realize more fully a dramatic program that will better aid in the developing of a well-integrated personality.

DEVELOPING THE COOPERATIVE SPIRIT

GERTRUDE CORRIGAN

SUCCESS in the present global war will come to the Allied Nations only through their close and intelligent co-operation; success in measures for making and maintaining a just and lasting peace will be made possible by the same working together of all peace-loving countries to those ends.

Every inhabitant of these lands can assist in this good work. It is a matter of education in the will to peace, and in the means of keeping it. Information on the economic questions pertaining to international affairs is being disseminated over the radio daily, through the press, and by air-mail. Accurate knowledge of different national cultures, geographical features, climatic variations, and varying social customs can be readily obtained.

While adults must form their opinions from self-selected sources, education for peace should be one of the essentials in the schools, all the way from the primaries through the universities. It should be noted that the large numbers of youth assembled in graded classes in schools, is, in itself, the initial step to formal training for universal world peace. Rules for guiding the school system are based on the principles that must guide international relations in peaceful intercourse.

Educational procedures which will increase the ability of people to work together in harmony and to mutual benefit should be studied. Whereas competition has been the subtle motivation of school work, it may come to pass that the emphasis will be placed on co-operation.

Education has meant training in those lines that will make for the good life. It is indubitable that competition and the individual urge have given to the world the marvels of inventions for service and enjoyment, and the high flowers of civilization of the twentieth century. Yet training in means for conserving these benefits has been neglected.

The world is slowly awakening to the truth that those possessing the fruits of modern progress, have a duty to further their dissemination to the less favored localities, not alone for the job of giving, but because prosperity cannot endure for long, for the few, unless shared by the many.

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Parents and teachers alike encourage youth to strive for high scholastic attainments. Success is a source of pride to family and school. To give motives for sustained effort, report cards, prizes, praise, favorable publicity, and general approbation, are all awards for hard study. Incentives of this nature are not necessary spurs to fair achievements in school. The joy of learning the new and interesting and the satisfaction of accomplishment of any well-planned and worth-while task is all a normal child wants.

Formerly, only academic subjects were given the dignity of percent grading; with the rising importance of the manual arts and trades, these studies are now placed on the lists of honor. Such practical virtues as good citizenship and social service are somewhat vaguely noted in deportment grades.

To make the matter of co-operative effort part of the motives for excelling in school records is a timely movement for all schools at present. Not, "What did I get?" but "What did I give?" should become the goal of merit for students.

Stern rebuke was always meted out to the child who whispered the correct answer to the faltering classmate reciting. This precious gesture of sympathy could be conserved by organizing the pupils apt in English as groups to aid those less gifted in language, but who might have some other line of excellence. Very often there are pupils who are good in Mathematics but poor in Grammar and Spelling. Time for drill work could be placed on the program daily and exchange of help be made the accepted thing. This would banish all ideas of superiority on the part of the aids. This plan would help to keep the balance for the gifted children who are often a problem in placing. They are too often sent along with an older group, instead of helping them to function successfully with those of their own age.

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A good project designed for such training in co-operation while making a record in worth-while study was named, "The Development of the Architecture of the Home." Committees were named to be responsible for each step of the project.

The teacher was chairman of the committee on assignments. The research work was given to the best English scholars; the good artists were to do the necessary drawings, illustrations, and cut-outs. The artists also arranged the final exhibit of work. The Manual Training and Domestic Science classes naturally furnished the skill to make the model houses and furnish them.

This project was a leisurely one and grew in scope as different

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angles of research and study came up. The study ranged from cave to tent—from tree-dweller to mansion. It was by no means perfect and sometimes not correct in detail. But it gave purposeful activity to everyone and each one came to feel he was as important as anyone doing the work.

Another project was the encouragement of window-box gardens in a crowded neighborhood. Prizes were offered for the best boxes. The awards were boxes made in the M.T. class and decorated in gay paint by the D.S. girls. The entire school district took part in the real crusade of beauty. A greenhouse proprietor donated shrubs for planting the small school lawn.

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There are many themes awaiting the genius of leaders to bring into the schools the spirit of mutual helpfulness while learning academic subjects through the accompanying activities. The fundamental strength of a democracy is its basic fact, the brotherhood of man. In a democracy, each contributes his share of support; the day laborer is as necessary to the common good as is the college professor. This form of government recognizes that the good life continues for each as all members have a modicum of prosperity. International exchange must recognize that the well-being of all countries is essential to the solidity of the world structure. The terms of world peace should be arranged for a just interchange of trade benefits. Schools will do their part in preparing a future citizenship which will have grown into the attitude from youth. High scholarship may or may not lead to the best life. There are many qualities besides book knowledge needed to form an intelligent citizen in this complexity of modern living. The world's greatest have often come from the ones who did not shine the brightest in youth.

It is certain that training in the sense of social interdependence and mutual helpfulness is to be essential to keeping peace in the world. The proper teaching of geography in all its phases, together with a respect for different cultures, would be most helpful to the new order.

◆

Competition may be introduced after the manner of that in games, keeping the game spirit; there are many such game patterns for sale in the stores. They help along good fellowship in this guise. But co-operation should be the watchword for schools as it will be for the post-war world.

THE LIBRARIAN AND VOCATIONAL GUIDANCE

BENJAMIN CHUBAK
Chief Classifier, Library
College of the City of New York

MODERN educators are realizing more and more the importance of vocational guidance and vocational education in the educational process. It is no longer considered unworthy of the schools to deal with the mundane question of an individual's vocation. The conception, which has been prevalent for too long a time, that it is beneath the dignity of the schools to include a vocational guidance program in its curriculum, is now on the wane.

The school system is, undoubtedly, in a more favorable position than any other social agency in the community to organize and carry on an adequate program of vocational guidance. The librarian, in the school library or in the public library, occupying, as he does, the role of supplementary educator to the formal type of education received in the classroom, can do much to support an effective program of vocational guidance.

According to the principles adopted by the National Vocational Guidance Association in 1937, "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." It is highly significant that the conception of vocational guidance by imposition is now in disrepute. This is the method whereby the individual places himself in the hands of the counselor who, after a short interview, gives forth with his pronouncement of a choice of a vocation for which the individual is best suited. The "wives' tale" that a person is "cut out" for a certain occupation is now relegated to the age of the alchemists. We all know people who have succeeded in more than one job or profession, and, certainly, the war has proven the malleability of individuals to many types of vocations.

It is, therefore, with the principle in mind of assisting the individual to make his own choice of a vocation, that the librarian plays a major part. The first step in the direction of choosing an occupation is a knowledge of the many kinds of occupations that there are in the world.[1] Then the individual needs reading material which will help him to obtain an accurate conception of the importance of the occupation, nature of the work, working conditions, personal qualities needed, preparation needed, opportunities for advancement, and compensation.

▼

In recent years, a large amount of printed material has appeared in the field of vocational guidance. The American Library Association brought out a bibliography of occupational literature, entitled *Books About Jobs,*[2] in which approximately 8,000 references are included, many annotated and all classified by fields of occupations. This work, although still quite useful, is now rather out-of-date, and in need of revision. Also useful, though old, is a dictionary of 3,500 jobs, bearing the title, *The Book of Opportunities.*[3]

A source list and index of pamphlets on occupations and vocational guidance can be found in a work entitled *Occupations and Vocational Guidance.*[4] Another source for pamphlets describing various occupations, with a critical analysis of each pamphlet is *Occupational Studies.*[5] Suggestions for those who wish to direct young people to read about vocations are found in *Vocational Guidance Through the Library.*[6] Fiction and short stories are considered excellent means for introducing young people to vocations. There are two bibliographies covering these two fields, one entitled *Vocations in Fiction,*[7] which suggests titles for 'teen age young people, younger children, as well as adults, and the other *Vocations in Short Stories,*[8] which suggests short stories to be recommended at the high school level. *Vocational Guide: Index*[9] is a monthly index of current vocational literature covering a wide range of publications.

Much pamphlet material is available on vocations. The purchasing guide to new books and pamphlets is the *Occupational Index,*[10] a quarterly publication. All references are annotated, and recommendations of the best material are made by a system of starring. Moreover, it lists enough free material on occupations to pay for itself. *Occupations: The Vocational Guidance Magazine*[11] is the official organ of the National Vocational Guidance Association, and is intended for persons interested in all phases of guidance. It contains current information, book reviews, programs of guidance, and similar material of interest. A monthly magazine devoted to employment, careers, and professions, and which contains book reviews and current occupational information is *Vocational Trends.*[12]

▼

There is a good deal of material about which librarians that deal with the Negro public should know. *Occupational Opportunities*[13] is a series of vocational guidance monographs for Negroes. It gives a general survey of the position of the Negro in the occupational world, and furnishes job analyses of over twenty-five professional white-collar and skilled vocations. Another journal containing articles on vocational and educational guidance and occupations, relating particularly to the problems and opportunities of Negroes is *Opportunity: Journal of Negro Life.*[14] *Southern Workman*[15] is a monthly magazine devoted to Negro education and training. A book containing stories of seven Negro women who have distinguished themselves in their vocational fields is entitled *Women Builders.*[16]

The school librarian should cooperate fully with the counselor in vocational guidance work. The reading interests of a student are a valuable clue to his vocational leanings, and should be reported together with any notes concerning those personality traits observed in individual pupils which seem to have significance in relation to vocational plans. The importance of the bulletin board and the school paper as media for getting information about new books and pamphlets to the student cannot be overestimated.

In conclusion, it should be emphasized that vocational guidance, like the process of education itself, continues in the life of the individual over a long period of time. It is not a process which occupies a brief period of a school youngster's life and then is over. The librarian should realize that adults as well as young people make up the public which is in need of vocational guidance reading material. This is so not only because many adults, despite guidance in their youth, make wrong choices of vocations, but, also because promotions are often sought in the normal development of an individual, and this may require additional knowledge and skills.

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[1] The Occupational Analysis Division of the United States Employment Service lists 25,000 different occupations.

[2] Willard E. Parker, "Books About Jobs." Chicago: American Library Association, 1936.

[3] Rutherford Platt, "The Book of Opportunities." New York: Putnam, 1933.

[4] Wilma Bennett, "Occupations and Vocational Guidance: A Source List of Pamphlet Material." New York: Wilson, 1938.

[5] M. R. Lane, "Occupational Studies." Scranton, Penn.: International Textbook Co., Research Pamphlet Series. 1920, 1926, 1927, Supplement 1930.

[6] Harry D. Kitson and Mary R. Lingenfelter, "Vocational Guidance Through the Library." Chicago: American Library Association, 1936.

[7] Mary R. Lingenfelter, "Vocations in Fiction." Chicago: American Library Association, 1928.

[8] Vera E. Morgan, "Vocations in Short Stories." Chicago: American Library Association, 1938.

[9] Science Research Associates, "Vocational Guide: Index." Chicago: Science Research Associates.

[10] "Occupational Index." New York: Occupational Index, Inc., New York University.

[11] "Occupations: The Vocational Guidance Magazine." New York: National Occupational Conference.

[12] "Vocational Trends." Chicago: Science Research Associates.

[13] John Patrick Corcoran, "Occupational Opportunities." New Orleans: Xavier Univ. Press, 1937.

[14] "Opportunity: Journal of Negro Life." New York: National Urban League.

[15] "Southern Workman." Hampton Institute, Virginia.

[16] Sadie I. Daniel, "Women Builders." Washington, D. C.: Associated Publishers, 1932.

WAKE UP AND DRESS!

FRANCES MORTON O'NEILL

HAVE you ever heard of the smartly dressed teacher? One hears a great deal about the smartly dressed secretary or business girl. And yet why is the teacher left out? If there is anyone who is put before a more critical audience than a teacher I have yet to know of her. The secretary who is seen by her employer and other business associates is back stage compared with the high school teacher klieg-lighted by a class of adolescents sitting in silent appraisal of her. There is no more appreciative nor scathing audience than teen-age girls who are so newly awakened to the wonder and fascination of the feminine world. While no teacher would wish to pattern her mode of dress after the standards of this group, she may be sure it knows a good thing when it sees it.

Many a teacher would be more successful in gaining the attention and respect of her pupils if she spent more time keeping herself well-groomed than hours in the library trying to understand the adolescent mind. After association with such a group, a teacher need never again have any doubts about her most flattering colors and becoming styles. The pupils are sure to tell her, and she may, with few exceptions, rely upon their judgment. After a year's teaching experience, I now wear without hesitation black and white, chartreuse, coral, all shades of yellow, crimson, peacock blue and gray. I cannot wear green, tan, brown or purple. Suits with straight skirts are flattering; pleats and collarless dresses are not. Dozens of girls whose minds revolve about clothes can't be wrong. Can you find another group who would so candidly and charmingly give you as much honest and constructive criticism? Your best friend would not; your hair dresser would not; and neither would your favorite shop girl. One never could be sure that their opinions were not colored by personal feelings or gains.

▼

A teacher is on the stage as truly as an actor and, although she may give a good performance, she may not look the part. She need not have the profile of Ethel Barrymore nor the figure of Dorothy Lamour, but she can and should be decidedly attractive. When she considers the youth with whom she deals, a teacher is missing a great opportunity if she doesn't supplement its academic training with a lesson in good grooming. There is no reason why a pupil should not pleasantly learn color combinations and beauty of line along with his Latin and algebra. Although he may not realize it at the time, a great deal of the art of good grooming and neatness will be absorbed by the pupil while he is little aware of it. Good taste is priceless and as much to be desired as many things learned in books.

Variety is an important item in the teacher's clothes. This does not mean that she should own many different dresses. If she plans carefully, she can make several costumes out of one as easily as a magician can pull rabbits out of a hat. A few basic dresses of neutral colors plus a suit or two with good lines should form the backbone of her wardrobe. Using these, she can add individual touches with a variety of bright accessories that will make her costumes seem endless.

However, once in a while she should go overboard and purchase a brightly colored, gay dress which will take her out of the too-sensible category and place her in the adventuresome class, or a little nearer to the pupils' hearts. I know a teacher of sixty-eight who, as a rule, dresses very neatly and appropriately. But at Christmas time she purchased a crimson dress which seemed utterly incongruous with her conservative mode of dress. Needless to say, the pupils adored it and she was immediately transferred from the aged to the ageless group. Adolescents appreciate now and then a bit of whimsy in dress. It makes the teacher seem less humdrum and more human.

A good, well-cut black dress can be the basis for half a dozen different outfits. It can be worn with a vest, a bright plaid cardigan, a belt and boutonniere set, a good collar and cuff set, sashes, scarfs and boleros. The list is endless. And why should bracelets and earrings not be worn? They can be very smart and the pupils adore them. The suit skirt may be worn with many blouses, thus giving wholly different effects. Also, the jackets and skirts of contrasting suits may be switched occasionally,—anything to give variety. It makes no difference if the pupils know—and they probably do—exactly how many dresses the teacher has. They will still give her a hand for being smart enough to juggle them into interesting combinations. Could anything be more depressing than a teacher wearing the same outfits day after day in the class room? Could the pupil be blamed for thinking the teacher's subject as dull as her looks? Any teacher who has received the enthusiastic admiration of her pupils knows that becoming clothing and careful grooming are well worth the effort.

A teacher should wear her most flattering colors—and be assured she will know them—in different materials and combinations so as not to get into a rut with them. The combination of unusual colors will delight the pupils. Coral and chartreuse, wine and frosty blue, aquamarine and gold, black and white and a color are good combinations. If the teacher has wisely chosen grey, black, dark blue or tan background dresses, there is no end to the color schemes which she can wear with them.

▼

There are other important rules for the well-dressed teacher. She should not wear the same dress and accessories two days in succession. Every detail of a costume is absorbed in the time that it is before the class. The pupils don't want the same dish served twice in succession. But worn the next week, the costume is new again. Also, it is a good plan when attending school functions for the teacher to wear something a little different or more daring than she would wear in the class room. Otherwise, she is just the teacher attending a school function instead of the fun-loving friend she might be.

Any well-dressed teacher should be conscious of the time of year. Warm fabrics and colors look good in the fall and winter when the leaves or snow may be falling outside the windows. But in the spring reds, oranges and russets should be laid aside for spring-like greens, pinks, yellows, frosted blues and whites. Pastels are fresh and welcome after heavy, winter colors.

It is fun, too, to be heedful of special occasions. At Christmas time a bit of red should be worn to suggest the season, and on St. Patrick's Day the wearing of the green should not be forgotten. I knew a clever young teacher who, on St. Patrick's Day, wore a plain black dress with starched collar and cuffs of real Irish lace and a bit of real shamrock in her brooch. It was better than anything the pupils had thought up, and the little smiles from the shyer ones were reward enough for her trouble.

▼

Too many teachers think the class room a good place to wear out clothes no longer useful for dress-up occasions. If the teacher did a little planning, she could have both school clothes and dressy clothes on her budget. A good basic suit with cotton blouse or sweater can go informally to the class room, or it can become quite glamorous with satin blouse and turban. A plain dress with modest collar and cuffs is appropriate during business hours, or, with brilliant accessories, the same dress may step out to a party. It is a game at which any smart woman can become very adept.

It seems strange that teachers who are otherwise brilliant should be so totally unimaginative in dress. For clothing is never "sensible" if it is not flattering and attractive. If the modern teacher is the intelligent person she is usually thought to be, she will keep in step with the times and make better grooming a serious part of her work.

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PEPPER RELISH by FRANK M. RICH

Hero and his Mysterious Temple

From time to time Pepper Relish will suggest sample pages from a kind of note book that will not be tossed into the incinerator after the marks are recorded, but placed among the family heirlooms as treasured souvenirs of the fascinating home-work suggestions that live teachers used to prescribe back in 1945.

This first installment represents a simple elementary science experiment with the safety camp stove described elsewhere and a unique kind of working design or poster, where an approximation of a third dimension gives such a striking effect of realism, that they are actually pictures for the blind. For brevity's sake we shall describe the pictures and trust that the experiments will be self-evident.

Picture 1, made of silhouettes of aluminum foil, rubber and cellophane, cemented with model cement to a page of tough paper or cardboard, represents a square tin can of water resting on the aforementioned camp stove. Bits of bright tinsel paper under the fire box suggest the glow of burning charcoal.

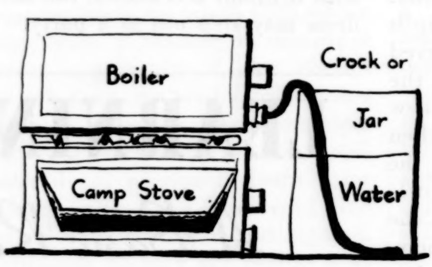
A 1-hole stopper and rubber tube connect the mouth of the can to a pictured glass jar, made of folded cellophane. Extra layers of cellophane represent the water rising in the jar, as the heated vapor accumulates and drives the water out of the can by way of the tube. When the jar is full, the can is removed from the fire. The vapor condenses and the water is sucked back up the tube into the cooling can.

Picture 2 shows a safety valve that might have been built on the same model.

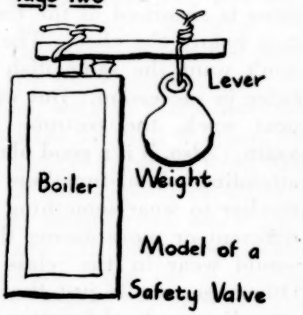
Number 3 illustrates how old Hero or Heron, back about 130 B. C. helped some of his none-too-scrupulous colleagues among the priests of Egypt dish their parishioners a little hocum that apparently proved quite profitable at the time, and laid the foundation of the modern steam engine.

This time our tin-can boiler is replaced by a hollow metal altar in the courtyard of a temple, and the water jar becomes a huge cauldron fastened to a rope and pulley under the altar. The cauldron rope is attached to shafts which

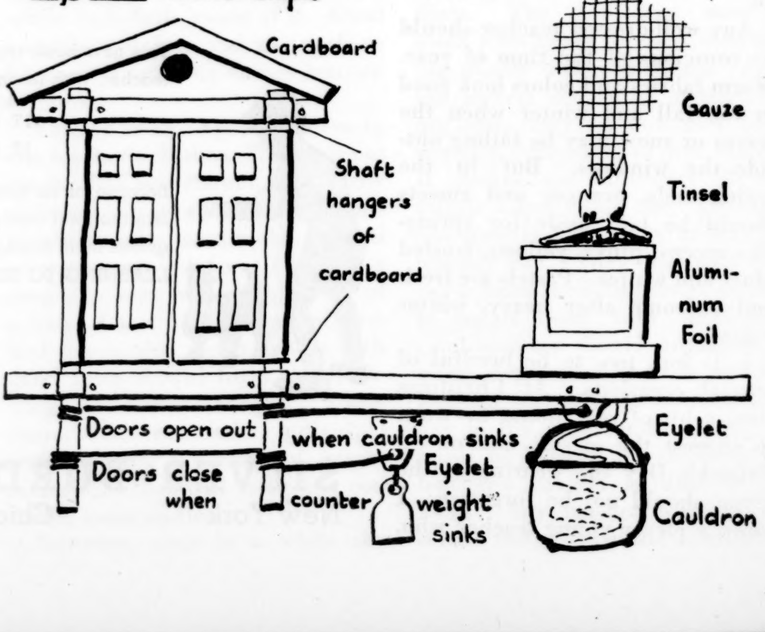
Page One - Condensation Experiment

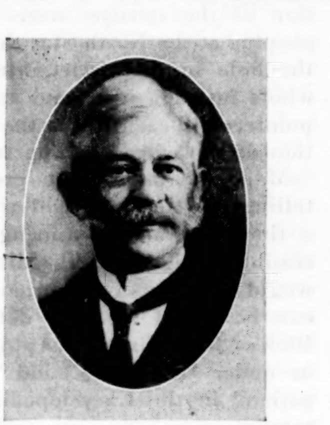

Boiler
Camp Stove
Crock or
Jar
Water

Page Two


Lever
Boiler
Weight
Model of a
Safety Valve

Page Three - Hero's Temple


Cardboard
Shaft
hangers
of
cardboard
Gauze
Tinsel
Aluminum
Foil
Doors open out
when cauldron sinks
Doors close
when
counter
weight
sinks
Eyelet
Eyelet
Cauldron



To Mr. School Official:

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serve as hinges to the doors of the shrine. Another similar rope, wound in the opposite direction, is attached to a counter weight under the temple.

In action, the unsuspecting votary presents his offering to the gods and the priest lights the fuel on the altar. Soon steam collects and drives the water out the drain tube into the kettle. The weight of the water pulls the cords, counter-weight and all; and behold! The doors of the shrine mysteriously open. By and by the fire subsides, the altar cools, the water is sucked back, the counter-weigh lifts the empty kettle and the same mysterious power closes the doors ready for the next customer.

You, of course, operate the model by pulling the metal or cardboard kettle to open the doors and pull the counter-weight to close them.

Stop Thief!

What would you have done? From Gunckel's "Boyville."

Just before Christmas, an old lady, carrying a small package, was standing on a street corner waiting for a bus. A boy, about 14, suddenly grabbed the package, ran down a side street and dodged into an alley. Several newsboys and bootblacks were near. One, a very small boy, saw the theft.

If you had been the little boy, what would you have done?

In spite of his small size, and the probability that the thief, if caught, would get revenge on the "squealer," he started after the thief, shouting to the other boys to help in the chase. One of the boys, who saw that there were plenty of others to handle the thief, turned back to keep track of the old lady.

If you had been the one to look after her, what would you have said and done?

The boy told her not to worry; that the thief would soon be caught and the package returned. He escorted her to a drug store, where people wait for buses. On the way she told the story of the package. It was a present for a little crippled girl, the result of many weeks of hard work, sewing for the neighbors. The boy left her comfortably seated in the drug store, and told her to remain till he had found the rest of the boys. In a short time he returned with a dozen companions, pushing the "grafter" ahead of them.

If you had been the leader, what would you have done with the thief?

They made the thief hand back the package and get down on his knees and beg the old lady's pardon.

Now what would you have done with the thief?

Not satisfied to let the culprit off too easily, they took him to the gentleman who was president of their association for further instructions.

Imagine you are the boys' leader. Make a speech to the president. What is the only fact that the thief can cite in his own defense? If you had been the president of the association, what would you have said to the boy, and what disposition would you have made of the case?

The thief said that he had no idea that he was taking the present of a crippled girl. He admitted that if he ever wanted to get a good job he would have to lead a different life. He said that his step-mother told him he was a good boy to bring home anything he could pick up that way.

How would you have undertaken to help a boy like that?

A committee of boys called on the mother and told her that this accepting of stolen goods must stop, and stop quick. They admitted him into their association on trial. He was caught giving short change to customers and soundly thrashed a couple of times. Otherwise the boys were companionable to him. Six months later he got a job and made good.

War Mathematics with The Astrolabe

Now is an opportune time to turn the young would-be pilot's interest in navigation and mathematics to good account. Perhaps no device packs more practical insight into the basic elements of astronomy, trigonometry and surveying than this simple homemade version of two ancient instruments, the astrolabe and the nocturnal.

The instrument is a watch-shaped disk of lead or tin with two protractors fastened to one side with model cement, and a sheet of quadrille-ruled paper cemented to the other. An eyelet in the center carries two moveable tin pointers with sharp ends bent up slightly to sight across the exact center.

To measure the latitude and longitude of a place, support the instrument in the sunshine, starting some time before noon, and keep adjusting the pointers at short intervals so that the shadows of opposite sights coincide. Time the adjustments carefully by a watch set on standard time. The moment halfway between the last upward and the first downward adjustment of the pointers is local noon. When subtracted from the time on the watch and reduced to degrees (15° = 1 hr.) it will give the longitude. The highest reading on the protractor, corrected for seasonal declination (World Almanac 1944 p. 159) gives the latitude.

New stars can be pointed out from star tables (World Almanac 1944 p. 164) by setting one pointer according to the right ascension of a familiar star and the other pointer at the right ascension of the strange star. Now peeping at the North Star through the hole in the eyelet, turn the whole instrument around and the pointers will each rest in the direction of the corresponding stars.

Mapping, laying out grounds, telling the time of night without a timepiece and measuring inaccessible heights and distances would overfill our space here, but can be found in some detail in Rich's "Jolly Tinker" (Appleton), or under "Astrolabe" and "Navigation" in the Encyclopedia Britannica.

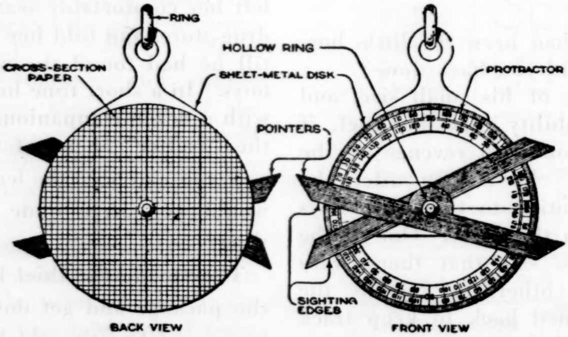

FIG. 20.—THE ASTROLABE—A REMARKABLE HOMEMADE INSTRUMENT THAT TELLS LATITUDE AND LONGITUDE, LOCATES THE STARS, TELLS THE TIME OF NIGHT, MEASURES DISTANT OBJECTS, ETC. FROM RICH'S "JOLLY TINKER" (APPLETON)

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Facts Are Important, After All

Children should be taught a vast array of facts—I just happened to think of that—then, too, I have to have something to put in this first paragraph. But since the subject has come up maybe it's worth saying again—don't be afraid to teach facts—regardless of what the books, the magazines and the professors say.

The business man who hires a secretary or an office girl wants one who can spell, punctuate, formulate a complete sentence and express an idea accurately. The banker and store manager want clerks, tellers, sales people and office help who can count, add, subtract, record, spell, write and speak accurately. The public speaker, narrator, receptionist and conversationist need to know accurately and immediately the facts of history, geography, science, ethics and all other fields. Of course every one has access to this material in the books but who wants to be a complete slave to books? At best we will have to be fumbling through reference libraries too much.

These are some weaknesses in educational achievement that appear to me inexcusable: (1) Thirty-three percent who entered one state university last fall were behind in English and had to take make-up courses; (2) Twenty-one percent could not follow their mathematics successfully and had to take introductory courses; (3) Twenty-three percent of 7500 high school graduates entering colleges did not know that Abraham Lincoln was president during the Civil War; (4) Twenty-four percent thought George Washington was president during the Civil War; (5) Ninety-three percent could not list the thirteen original colonies; (6) Thirty-one percent could not name the first World War president; (7) Eighty-five percent did not know what the Open Door Policy with China was. Some thought it was a speak-easy; (8) Fifty-eight percent could not name four freedoms found in our Bill of Rights; (9) Ninety-five percent had never heard of the Nullification Act.

A knowledge of these facts is not essential to book keeping, keeping house, clerical work or masonry; but the individual who is well versed in them has something to talk about and something to think about.

It is not enough to know facts—it is just as important to learn to think in terms of them. This constructive thinking leads to culture, good Americanism and logic. Facts are important—we waste much of our time if we fail to acquire them—and to use them. A little learning now and then is relished by—all kinds of men. This calls for apologies to somebody.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS

Superintendent of Schools, Perth Amboy, New Jersey

Brotherhood

The observance of brotherhood week dedicates us to the proposition that in the United States the welfare of the nation and the welfare of the individual depend upon the practice of justice for all groups and for all individuals without regard to race or religion. It dedicates us to the idea that freedom for all of us depends upon the practice of the principles of justice and equality. It dedicates us to the hard and true fact that to deny the rights of freedom and equality to a minority group because of race or religion leads surely to the loss of the rights of freedom and equality by all the people. That is what happened in Germany as a result of the persecution of the Jews. First there was the denial of the rights of the Jews. Next the Jews were persecuted. Then the rights of organized Christians were done away with. Next the rights and the freedom of all the German people were abolished.

All of us know young men who a short time ago were high school boys and who now wear the uniforms of Uncle Sam on the land, on the sea, and in the air. These men are of different religious faiths. They come from many different racial and national backgrounds. But they are Americans all. They are members of the brotherhood of free Americans. In this war they live and fight as Americans.

It is a principle of American Government and American freedom that freedom and liberty within the framework of our Government must be freedom and liberty for all without special handicaps or special privileges for any groups. If we believe in America we must believe that race, color, or religion must not be allowed to be a reason for discrimination against anyone or any group.

The girls and boys now in the upper school years all over this country will have a great deal to do in helping to solve the serious

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political, economic, and industrial problems that will demand solution in the decade following the close of the war. Make them familiar with the Bill of Rights. The rights of individuals and of groups are guaranteed and protected under the Constitution. There are individuals and groups that insist upon their rights but who fail to recognize the important fact that every right has its corresponding obligation and duty. The welfare of our country and the permanence of our form of government depend not only upon the protection of the rights of all the people but also upon the willingness of individuals and groups to fulfill their own obligations and duties in respecting the rights of others. The test of good citizenship is not insistence upon one's own rights. The test of good citizenship is the degree of our concern that the rights of others shall be preserved.

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The spirit of fellowship and good will can be developed and maintained among the students of a good school system. It is the spirit of America at its best. It is a part of the American tradition and the American way of life founded upon the principles and ideals of justice, freedom, and equality, which have preserved us a nation since the days of George Washington. We can tell the girls and boys in the public schools that in trying to be true to those principles and ideals now and in the years that lie ahead they will find their greatest help in their religion whether they are Catholic, Protestant, or Jew.

NEEDED—A LOYAL OPPOSITION

MYRTLE MANN GILLET

ABOVE the portals of our public schools in nearly every community is chiseled in stone one ideal of our American democracy: Enter to learn, go forth to serve. As students we were proud of that motto, and proud of our profession. We took away with us, deep in our hearts, this admonition to serve.

We were modest and meek in our new roles as we had been as students, overwhelmed by the glamor of our all-wise supervisors who held in the palms of their hands the fate of each and all of us.

With our heads in the clouds, and treading the air of academic idealism, we settled back to preen ourselves in the sun of our virtues, and did not know that with this we had already doomed ourselves to become puppets and robots.

And so if we as teachers think that we are the victims of a "raw deal," we have only ourselves to blame. We did not see then, nor for a long time afterward, that the world is to the strong and not to the meek, that power for good can come only to those who stay awake and fight. We were lulled to sleep by the litany of the beauty of service, and some of us are still drowsy or dazed from the shock of the awakening.

We have become like the furniture of the class-room, animate objects needed to conduct schools. We have let ourselves be ruled absolutely by a central power, with scarcely a grumble even when we know that the results are bad also for the children.

The ideal of service has lost its saintliness. Now, as the forgotten men and women of education, we bemoan our fate and wait for rescue.

In the last decades there has been a sinister shift from teaching to organization, from imparting knowledge to carrying out rules, from thinking to obeying. We teachers have in our hands the power to stay the trend, to fight for our duty to think and act as individuals and not as a unit of underlings under one all-powerful head. The heads do not really want to do all the thinking that we leave to them to do. But education can never be better than the teachers who work for it, and if we, as teachers, accept rules as substitutes for the intelligence we fail to supply, we are to blame for the results.

It is not good manners or good sense which keeps us docile, submissive, and "co-operative." It is a false modesty, a mistaken sense of duty, a ghastly and devastating illusion which, if we were honest, we would call fear.

What *are* we afraid of? Our school executives are much the same sort of people that we are, they have the same lacks as we have, they were once teachers like ourselves, they went through the same schools as did those teachers who have remained teachers. They are not demigods expecting to be worshipped and feared. They have the same fundamental ideas of fairness as we do. They got where they are by standing up for themselves. To be sure we do not want to go anywhere: we just want to teach to the best of our ability. A noble ambition, but there is danger that in our acceptance of our lot we have forgotten the one real obligation of our task, namely to maintain a constructively critical attitude towards our job and our mentors.

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As children we learned that in the free-for-all of life, no one would look out for us, that we were on our own to sink or swim. This knowledge governs our relationships with our colleagues, with parents and with our friends. But with our administrative "superiors" we are slow to learn, if we ever do, that we should and must depend upon ourselves, be ourselves, develop and use our intelligence, if we are to contribute to the education of our young people everything we could and should give.

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We could blame the administration for many faults and some of us do—among ourselves—but we would do well to remember how little we have taken part in an effort to prevent domination. We forget that adverse conditions could not exist if we did not tolerate them. We also forget that schools could not function without teachers no matter how good the supervision. If we do not accept our responsibilities schools will not have teachers, there will be merely puppets going through the motions. Teaching, not following, is our job. Too many of us have acquiesced because it is easier, some of us have thought it was not our responsibility to fight for the kind of educational program which we believe would be best. Even the most courageous of us have sometimes given up the struggle because we could not swing it alone.

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If executives are despotic and intolerant, patronizing, or dictatorial, if they appear to underestimate our knowledge and intelligence, it is our fault. If our leaders dwell aloof in ivory towers, we let them establish themselves there, for we forgot that we should provide a loyal opposition. To serve, we need not be serfs, to be loyal we need not deliver our minds and souls to our masters. No administration is benefitted by devotion that is slavish, by loyalty which is craven. Not even duty —even if it were abundantly paid for—can inspire the best efforts in any cause.

We are the teachers; the rest of the school system exists only to make our work successful. When are we going to wake up? When are we going to manage our school lives as well as we manage our personal affairs?

MUSEUMS ARE EDUCATIONAL INSTITUTIONS

FREDERICK HOUGHTON

SPEAKING at the Field Museum in Chicago in September, 1943, Dr. Hutchins, President of Chicago University, said, "The Museum must change from a curio cabinet to an integrated part of an educational system, dedicated to the teaching of the art of living." In this opinion of the function of a museum he agreed with the directors of most museums of the United States, for they have made educational work an important part of the activities of their museums. Of this work the co-operation of their institutions with the schools of their communities is the most important.

The idea that a museum should become "an integrated part of an educational system" was first promulgated about forty years ago. At that time, after having visited most museums of eastern United States and Great Britain, I had become convinced that our schools could use much of the material in their collections. In 1902 and 1903 two educational publications, THE JOURNAL OF EDUCATION and *American Education*, printed three of my articles in which I showed the educational value of museums, and suggested methods of extending the use of their material to the schools. The Buffalo Society of Natural Sciences engaged me to see how its museum could be used to supplement the teaching in the Buffalo schools, and during the next four years I made small exhibits which teachers could borrow to illustrate work in their classes, and demonstrated with classes of pupils just how these could be used. From this first small experiment the Buffalo Museum of Sciences has expanded its service to teachers until now a large staff of trained workers are making the museum what Dr. Hutchins thought it should be, "an integrated part of an educational system."

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During the year 1943, until the shortage of gasoline stopped its normal activities, the Buffalo Museum was visited by 26,309 pupils of grades 4, 5, 6 and 7, from all the public, private and parochial schools of Buffalo. These visits were carefully planned to co-ordinate tightly with the school work of these grades. Early in the school year the Department of Education, the private and parochial schools, furnished the Museum with the number of pupils attending these grades. The Curator of Junior Activities at the Museum then prepared a schedule, setting a date during the ensuing year when each class would be called for by buses furnished by the Department of Education, and taken to the Museum. A week before that date the Museum provided for every pupil of the class a short reading lesson about the topic selected, with a lesson on its vocabulary, and a silent reading test.

On the date set the buses called at the school for the pupils and their teacher, and conveyed them to the Museum. There they were first given an illustrated lecture on the subject selected, then in groups of about thirty, they were guided through the Museum by trained guides, who showed and explained numerous exhibits specially prepared to illustrate the topic. For instance, the Fifth Grade pupils, whose topic was Transportation, were shown life groups to illustrate that topic, including men dragging and carrying burdens; wheeled vehicles; beasts of burden and boats. This tour lasted for about forty-five minutes, after which the children were returned to their school by buses. In 1943 the Museum distributed 107,420 lantern slides, and 11,733 charts and pictures. Lanterns and projectors were also provided.

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A Director of the Department of Education, who has his office and material in the Museum, distributed to schools during 1943 28,600 silent motion picture reels, and 2,900 with sound track, and sent out 32,500 mounted pictures and 332,600 lantern slides, these being in addition to those sent by the Museum. All these were requested by teachers for class room work or by principals for assembly programs, and were delivered to the school by trucks of the Department of Education.

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The reports quoted show what one museum is doing in serving the schools of its community. Other museums co-operate in somewhat the same way. Pupils in a smaller city which has no museum could have similar service if its Board of Education would establish a small museum designed for this particular purpose. There is no good reason why a centralized rural school might not collect and make its own material. It usually has its manual training, sewing and drawing teachers, all competent to make exhibits, and few communities lack hobbyists whose collections are really the backbone of any museum.

The News Digest
OF EDUCATION IN ACTION

Nearly Third of U. S. Army Would Resume Schooling

WASHINGTON. — Thousands of American men now fighting in the mud around the world say they will be glad to hear the school bell ring again.

A cross-section survey of army troops in the United States and abroad by the Information and Education Division of the Army Services Forces discloses that approximately 2,000,000 of the 6,750,000 enlisted men expressed the intention of getting more schooling of one kind or another when they return to civilian life. Approximately 500,000 said they would return to full-time school or college.

Of those who plan to attend full time, two thirds say they plan to go to college. The remainder are primarily interested in trade and business schools.

Length of the war may change the minds of some of these would-be scholars, the Army admits, but "increasing knowledge of the educational provisions of the G.I. Bill of Rights and less favorable economic conditions would tend to raise it."

The Government has provided more generous educational encouragement to veterans than ever before. Its general program provides opportunity for one to four years of schooling with tuition and living costs paid. The Government will pay up to $500 tuition, buy books and other equipment and furnish $50 to $75 a month for the veteran to live on while attending school.

The largest group of men found to have definite or tentative plans for continuing their education on a full-time basis are the men who had some college but did not finish before they went into the armed forces. Thirty-three per cent of this group have definite or tentative plans for full-time school. Among those with college degrees, 12 per cent plan to return for further study.

Commission Looks Ahead In Teacher Preparation

NEW YORK.—To develop adequate teachers for the post-war era, colleges and other training institutions must stress the broader aspects of a student's education and his relationship to the community at large. The teacher of tomorrow will need to do more than master a given subject and direct the learning of a specific group of young people. That is the conclusion reached by the Commission on Teacher Education, whose latest report, a comprehensive 311-page volume on "The College and Teacher Education," was made public recently.

The study traces the education program in twenty typical American colleges and universities, and indicates that while on the whole the training of teachers is satisfactory, in numerous instances a basic reorganization would strengthen the teaching profession. Conducted by Drs. W. Earl Armstrong, Ernest V. Hollis and Helen E. Davis, the study marks the culmination of five years' research. The Commission on Teacher Education, organized by the American Council on Education in 1938, has sought to improve the training of teachers in this country. Dr. Karl W. Bigelow of Teachers College has served as director throughout this period.

Tomorrow's teachers, the report maintains, will be called upon to work with other community agencies and organizations in devising programs to raise the quality of living in that community. They will need to develop the capacity to see broad issues—whether it is the growing child, the curriculum, the school unity, or the social environment of which the school is a part.

Moreover, it is the contention of the commission's study that future students will need to share, much more actively than they ordinarily have in the past, in planning and appraising their education as they go along. More emphasis must be placed on direct experience and on "group action." The educators write that a good prospective teacher should understand the nature of human growth and motivation.

Opposes Year Off For Military Training

GARDEN CITY, KAS.—President Milton S. Eisenhower of Kansas State College, brother of the general, said recently if one year of compulsory military training was required for high school graduates it seemed "self evident that far fewer American boys would go to college."

"This change," he declared, "would come into our life at a time when we desperately need more education, not less."

He suggested that boys should devote three summer months to training after completing high school, move on to college where they could take four years of ROTC training and on graduation, take three months more of intensive field training and be commissioned reserve officers.

Parent-Child Study Group

SAN FRANCISCO. — In a building constructed especially for the purpose at a community center in a working men's section of San Francisco, "a training center for parents," with nursery-age children as the source of tests, is in operation as a project of the city education system.

Educators and social service lead-

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ers are watching the "parent-child study group" closely to study its effects on family life in the community and its possible eventual contribution to coping with delinquency problems.

Carl Bash, principal of the San Francisco continuation schools, under whose jurisdiction the project operates, hopes it may serve as a post-war pattern for training of nursery-school-age children and their parents.

The project is based on the idea that parents may learn more about development problems of their children by "looking at their faces and actions," with experts standing by to interpret those actions, than by reading about child raising in books.

N.Y.C. Schools Gird To Fight Delinquency

New York.—In the belief that many school failures and behavior problems are linked to troubles in the home, a city-wide school effort to help pupils who "don't get along" has been started by the Board of Education in cooperation with eight private family welfare agencies.

The new plan is outlined in a six-page folder distributed at the request of Dr. John E. Wade, Superintendent of Schools, among the city's elementary and high schools for the guidance of principals and teachers.

Some Colleges Still Facing Crisis

Washington. — A committee of educators said recently that "comparatively few" colleges are facing a critical situation.

Confronted by an emergency, a committee report said, are primarily men's colleges and smaller co-educational institutions "which will suffer more severe cutbacks in their financial returns."

"Until July 1, 1944, colleges and universities had a serious time of adjustment, and nearly 100 closed their doors," the report noted.

Comprising the advisory committee to the House Education Committee, the group has received reports from more than 1,000 institutions in a study of their war plight.

First GI Committee On Veterans' Education

Berkeley, Calif.—In response to a plea posed by a University of California professer, a group of Thirteenth Armored Division soldiers have formed what is believed to be the first GI committee to study the problem of post-war education for war veterans.

All the members of this newly formed educational group have already had the benefit of collegiate study under Army supervision while in Army uniforms. They were enrolled in the Army's Specialized Training Program and were assigned to the Thirteenth Armored Division in Camp Bowie, Tex., when the War Department cut off virtually its entire school program.

The California educator, Dr. Raymond Sontag, a member of a faculty committee on post-war study, requested the advice of soldiers interested in the project in a letter addressed to "The Black Cat," Thirteenth Armored Division newspaper. The number of suggestions he received in answer induced him to form a GI committee to make a comprehensive survey of the situation.

On the basis of the results of their poll together with additional research, this GI unit intends to draw up a list of recommendations for veterans' education after hostilities end.

Better School Plants For Post-War Britain

London.—When the war ends, the new schools to be built in Great Britain will be cheerier and built away from the main roads. The 1944 Education Act's draft of building regulations, published recently, makes many radical changes. All schools are to have staff rooms, accommodation for medical inspection and treatment, drying facilities and adequate storage provision.

Class size will be reduced to a maximum of forty in primary and thirty in secondary schools. At present the standard size of classes in public elementary schools is fifty for juniors and forty for seniors. In the new program playing field accommodations are to be provided ranging from half an acre for the smallest primary schools to fourteen acres for large secondary schools.

Strayer Plan Might Save Boston Over Million Annually

Boston.—Operating expenses for Boston schools could be reduced $1,250,000 annually if recommendations of the Strayer school survey are made into legislation, according to the Boston Finance Commission.

The Commission emphasized that passage of the hoped-for legislation depends upon a vitalized and alert public opinion which will demand amendment of the Commonwealth's laws in these matters.

Chief among the changes to be advocated are the method of selection of members of the School Committee, the insuring of more responsibility and authority for the Superintendent of Schools, abolition of the Board of Commissioners of School Buildings, and transfer of their functions to the jurisdiction of the School Committee and the business manager in his proposed capacity as an assistant superintendent.

Also earmarked for attention by the Survey staff are provisions for a bill which would require that the School Committee adopt a budget at least 15 days before the opening of the fiscal year instead of the present mode of adoption which comes four months after the fiscal year has begun.

The Survey committee is also expected to urge legislation which would establish a special commission to determine the proper division of responsibility as between the Commonwealth and the local school districts for the support of public education.

The Finance Commission states that the Strayer committee has also found that "few school systems in the United States, if any, can claim as large a proportion of teachers, supervisors, and administrators of eminent character, sound learning, and high professional competence."

At the same time the Survey staff finds itself obligated "regretfully to report that in a tragically large number of instances these qualities are not allowed to count—that the existing mechanism of organization and modes of administration give little assurance that merit will be properly recognized and that ability will bear fruit. This is due in large measure to the present inadequate plan—or lack of plan—for managing public education in the City of Boston."

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Use an Atlas: How to locate places on atlas maps; importance of index; pronunciation; other information in atlases.

Do Committee Work: Working together in committees; avoiding disturbances; tolerance; committee assignments; sharing the work.

Take Part in a Social-Studies Discussion: Cooperative venture in thinking; connecting with statements of others; agreeing with others; disagreeing.

Use the Library Card Catalogue: How cards are filed; cross-indexing; using call numbers; selecting likely books; locating books on shelves.

Use an Index: Importance of book indices; hunting topics under various headings.

Use the World Almanac: 900 pages of facts; how to locate needed facts; hunting through the index.

Locate References on a Topic: Ways of finding references in the library; card catalogue; encyclopedias; clipping files, etc; compiling a bibliography.

Read Simple Graphs: Purpose of a graph; kinds of graphs; understanding graphs; getting facts from graphs.

Read Pictorial Graphs and Maps: Facts dramatized; pictorial symbols; headings and keys; getting facts from pictorial graphs and maps.

Read Percentages, Estimates, and Figures: Difference between accurate figures and estimates; reliability of source; understanding large figures; drawing right conclusions from percentages.

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Ohio Colleges Formulate Plans For Post-War Period

COLUMBUS, OHIO.—Postwar plans for colleges and universities in Ohio are being formulated by the Ohio College Association through the elaborate study being made by the War Service and Postwar Adjustment Committee as brought out in the recent statewide Planning Conference for delegates and college presidents. Approximately 400 delegates from 40 of Ohio's 45 colleges attended the conference here.

Reports of the nine commissions were presented to the group largely made up of members of the faculty and administrative staffs of the institutions represented.

Among the subjects being studied are future requirements for admission to college, vocational guidance and educational counseling, graduate study as preparation for college instructors, administrative problems and curricular changes, problems of control and finance, the role of adult education, permanent values to be gleaned from Army and Navy programs on the college campuses, and the need for publicity.

The final report of the general study will be presented to the Ohio College Association in its annual conference next April, it was announced by Dr. Gordon K. Chalmers, Kenyon College president and head of the O. C. A.

Recommendations brought out in the reports favor requiring a high school diploma, wide use of aptitude and achievement tests for college entrance, since social and emotional maturity are essential in adjusting to college life.

A director of vocational guidance closely associated with the offices of the deans was given favorable consideration. Educational counseling should be placed in the hands of a competent staff of instructors and professors, who will have a reduced teaching load, to enable them to do a good deal of personal counseling, although not labeled as such.

Considerable attention was given to the training of college teachers including supervised teaching and in-service training that incorporates department seminars. Recommended for faculty growth were professional contacts, social and community activities, and exchange professorships. Essentials other than scholarship, character, personality, and teaching ability stressed were counseling ability, capacity for growth and off-campus citizenship.

Churchill Visits His Old School

LONDON.—Prime Minister Churchill visited the boys of his old school, Harrow, one of England's great boarding schools, recently, and sang with them songs that were sung when he was a boy, including "Forty Years On," the school song.

Of criticism of the expensive English boarding schools, he said: "Class differences must, and will, be effaced, but we cannot afford to pull down such magnificent institutions. They should be made open to the lads of the whole country by scholarships."

Carroll D. Champlin, professor of education at Pennsylvania State College, has received a grant from the college to study the effect of World War II on the schools of Europe. He will be overseas for fifteen weeks from February to June.

Ex-Pupils Honor Retired Teacher

HOUSTON, TEXAS.—Former grade-school pupils of Miss Josie Robinson, a retired public-school teacher, recently honored her by setting aside one week in which to show her special attention out of their appreciation for her.

She received flowers, cards, letters, telephone calls and visits, some of the messages and flowers coming from people in other cities in Texas as well as from distant states and from overseas.

Miss Robinson began teaching in Houston in 1900 in the West End, formerly known as Brunner. She first taught in a small school, later in the Thompson Street School from the time it was built until it was remodeled and changed into the Ben Milam School, where she has subsequently taught. She says that she was worn out three schools.

Miss Robinson has taught for 55 years in Texas, beginning at Pennington in the days when McGuffey's Reader and the Blue Back Speller were used.

Sprinklers Would Cut Fire Hazards

BOSTON.—Members of the Boston City Federation were assured recently by Fire Commissioner William A. Reilly that the introduction of sprinklers into the 35 school buildings condemned by the Strayer Survey would cancel the fire hazard in these schools.

This opinion of the fire department was contained in a letter from the Commissioner, replying to a Federation resolution calling for the immediate closing of these schools.

Coax Young Workers Back to School

ATLANTIC CITY, N. J.—Coordinated effort to bring about a return to the schools of youth now in war jobs was recommended to the national staff conference of the Girl Scouts of America here by Miss Helen K. Mackintosh of the United States Office of Education.

She called the problem of interrupted education one of the most immediate that youth groups will face at the war's end. She urged that programs be designed to fit the individual interests of girls in the various age groups served by the Girl Scouts, with particular emphasis on allowing youth a full share in planning its own problems.

Course for Operators Of Small Business

CLEVELAND, O.—Special training for veterans and others who desire to own and operate small business establishments wil be offered by Western Reserve University, Cleveland, O.

Classes in operation and management of small business will be started in January at Cleveland College, Reserve's downtown center on Public Square, by the division of Business Administration of the University.

In announcing the new training program, Professor Thomas M. Dickerson, head of the division, said, "We believe this will be unique, and so far as we have learned, no other university has offered a course such as we have planned.

"It is designed particularly to help veterans who plan to apply for loans to set themselves up in small business establishments under provisions of the G.I. Bill. But it is also designed to help civilians who are interested in setting up their own establishments and to help present owners and operators who wish to improve their methods."

The course will be intensive, lasting for eight weeks. Each class will be limited to 20 students.

Inquiry on Schools Sought by Teachers

NEW YORK.—A full-scale investigation of the New York City school system, to study the policies of the Board of Education and "to check the claims made by school officials that conditions here are satisfactory," was requested by the New York Teachers Guild, affiliate of the American Federation of Labor.

In an extensive "bill of particulars" to the City Council, the Guild set forth its reasons for an inquiry. Calling upon the Council to investigate the local system, the teachers maintained that "constructive improvements" would result if the board were placed under the public searchlight.

Should Retire, But Pensions Too Small

BOSTON.—There are more than 50 elderly Boston school teachers who should be retired to make room for "youngsters," but they could not exist on pensions unless they went to the poorhouse," Dr. William L. Connor of the Strayer Survey group told a College Club meeting.

He advocated a pension of not less than $100 a month for teachers, said all teachers in the service 30 years, or suffering disability should receive such a pension, and declared Boston has more than 1000 teachers retired on less than $500 a year.

English Villagers Write War History

LONDON.—By midnight oil, in the houses and cottages of Comberton in Cambridgeshire, villagers write the history of their war effort. Each evening the story unfolds of 500 country folk who have fought the war with wardens' whistles and war savings, with jam-making spoons and knitting-needles, with sand-bags and steel helmets.

Pens scratch away so that when Johnnie and Jennie return they may read of the activities of the folk they left behind—of the Women's Institute, the Youth Center, the first-aid post, the Victory Savings Drive and the Comforts Fund which sent them gifts on active service.

History Committee Finds Pupils Have "Reasonable Knowledge"

NEW YORK.—A reasonably satisfactory knowledge of American history is possessed by public school students of this country—provided this means an understanding of history and not mere fact memorizing—despite recent controversial charges to the contrary, according to a committee of educators who have made a study of the question. The committee, consisting of 14 high school teachers and college professors, worked under the auspices of the American Historical Association, the National Council for the Social Studies and the Mississippi Valley Historical Association.

A summary of the findings of the committee, headed by Dr. Edgar B. Wesley of the University of Minnesota, was given here at the 58th annual meeting of the American Historical Association.

The report shows that the teaching of United States history is required in elementary schools by law or by the State department of education in 45 States; in high schools of 46 States.

It concedes, however, in line with its critics that "Americans in general do not know many facts about United States history," adding "and they never will." To illustrate its contention that many well-informed persons are minus a knowledge of historical facts, the report points out that "70 per cent of a group from 'Who's Who' thought that Thomas Jefferson helped to frame the Constitution."

By far the more important considerations, according to the committee, are the "relationships, insights, understanding and interpretation" involved in the learning of history.

"If the schools accept the Committee's recommendation," the report says, "future citizens will know at least a few facts and, more important,

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Vocational Teachers Chart Reconversion Program

PHILADELPHIA.—Although the war is still to be won, leading vocational educators, representing every region of the country, have mapped out long-range programs designed to bring about reconversion of the school plants from war to peace with a minimum of disturbance and maladjustment.

In a round of general and sectional meetings, 2,500 school teachers and administrators, attending the American Vocational Association convention, considered the crucial issues that are expected to confront American education when victory comes.

That the schools of tomorrow would place greater emphasis on vocational education was the consensus of the teachers. It was brought out that technical and vocational training would be needed in the post-war period and that hundreds if not thousands of new institutions would be established to meet this demand. However, the spokesmen insisted that the training be broad enough to include a general education and provide youth with more than mere mechanical skills with which to earn a living.

Many of the seventy-nine panel sessions and conferences held during the week dealt with the retraining of disabled and non-disabled war veterans. A pattern emerged which called for a stronger guidance program, more attention to the individual needs of the service men and closer integration between school and community.

If the predictions of the principal speakers come to pass this country will witness a tremendous increase in vocational, agricultural and adult education. How will this schooling be financed? With an almost unanimous voice, the educators answered "through Federal support."

XUM

they will understand the significance thereof. They should be able to make a simple and dignified analysis of the potential contributions of history to citizenship, intelligent and cultivated living, statecraft, peace and good will."

Statistics indicating that American history is far from the neglected subject it has been pictured to be were gathered by the committee

307 American Colleges Plan Aviation Courses

CHICAGO.—Results of a nationwide survey of higher educational institutions show that 307 out of 455 American colleges and universities which replied are making plans for teaching postwar courses in aviation, Ernest R. Breech, president of Bendix Aviation Corporation, discloses.

Revealing for the first time detailed results of the company's survey, Breech declared these 307 schools and others who expressed definite interest said they will want and need substantial quantities of usable government-owned aircraft equipment, which can be made available to them under the Surplus Disposal law signed by the President October 3.

Responses to the survey showed that 237 colleges now teach some aspects of aviation, that 212 of these schools are definitely planning to continue or expand their curricula after the war and that 95 additional schools among 140 colleges which do not at present teach aeronautics are planning to establish postwar courses, Breech declared.

Movement Grows for World Education Center

NEW YORK (by cable from London)—"Interest for educational problems is increasing in all the United Nations," says Jules Hoste, Belgian undersecretary of state for education. Hoste, presiding at the eighth meeting of the Conference of Ministers of Education of the Allied governments in London, said that among the various bodies studying the future prospects of education (the London International Assembly, the United States Committee for Educational Reconstruction and the Association of American Colleges) there is a wide and growing support for creation of an international education bureau.

Reports School Gains

Despite German destruction of their buildings, lack of adequate facilities and the necessity for continuing the war against the enemy, in some districts of liberated Yugoslavia more schools are operating now than before the war.

An article in the Journal of Education, published in London, says the People's Liberation Committees, which now constitute the local organs of power, are devoting a great deal of attention to providing educational facilities for their people.

Courses have been arranged for the very young, and evening courses for adults. Conditions are difficult: there is a shortage of textbooks, equipment and paper. But newspapers and children's journals, blackboards made from plywood, charcoal for chalk and even plain sticks used to write on sand, are being used as substitutes. Some children are even learning to write the letters of the alphabet with beans or grains of maize.

Yugoslavia is short of teachers because so many perished at the hands of the Germans and many others are fighting with the Partisans. But teachers are being trained as quickly as possible. Some teachers go from village to village and hold classes two or three times a week in the homes of their students.

Grins Between Grinds

QUITE APPARENT

A mother who had heard vaguely about a teacher shortage never suspected the existence of such a thing in her own neighborhood until she visited her little son's class in kindergarten. Here she heard the teacher say: "And then what was it them bunnies done?"

BE SPECIFIC

What's your name, little boy?" asked the minister.

"William," answered the lad.

"And how old are you, William?"

"According to my school examination, I have a psychological age of 10, anatomically I'm seven, mentally I'm nine, but if you are referring to my chronological age, I'm eight."

WHAT A CHARACTER

First Student: What kinda guy is your roommate?

Second ditto: Well, last night he barked his shins on a chair, and said, "Oh, the perversity of inanimate objects!"

RESTRICTED AREA

He: You are always wishing for something you haven't got.

She: Well, what else can one wish for?

AMBUSH

Waiter: "And how did you find your steak, sir?"

Diner: "Oh, I just happened to move this French fried potato—and there it was!"

THE DIRECTIONS

"Now, the way you are facing is—?"
  "North," said he;
"And your right hand points—?"
  "To the east," he cried.
"And the one on your left—?"
  "Is west," he replied.
"Yes," smiling approval,
  "Correct," said she.

"And what is behind you?"
  He dropped his eyes.
"Come, what is behind, John?"
  He looked askance.
"Come, come," said the teacher.
  Then his reply,—
"I told ma you'd see that
  Patch on my pants!"

Irl H. Dulebohn.

CRAZY LIKE A FOX

Visitor to institution: "My good man, why don't you turn that wheelbarrow right side up?"

Inmate: "Think I'm nuts? They'll fill it full of bricks."

FINE DAY

First Speeder: "Didn't you say that if I got sort of sociable with the judge that he'd fix matters up for me?"

Second Speeder: "Sure—how did he react?"

First Speeder: "Yea—he reacted all right. I said 'Good morning, Judge—how's the old boy today?' "

Second Speeder: "Didn't he take kindly to that?"

First Speeder: "Why, the old codger said, "Fine, ten dollars! "

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